PROJECT TRANSITION OUTREACH SERVICES

TECHNICAL ASSISTANCE AGREEMENT

SITE NAME: Greater New Orleans Association for Retarded Citizens Day Developmental Training Center

SITE DIRECTOR/CONTACT PERSON: Raymond Phillips

CITY/STATE: New Orleans, LA

PROJECT TRANSITION CONTACT PERSON: Mary McGonigel

TA OBJECTIVE # 3	TA ACTIVITIES	MODE	DATE	EVALUATION ACTIVITIES
Outreach staff will assist supervisory personnel with the further development and implementation of a system for liaison and coordination with local public schools.	1. Outreach staff will provide on-site training.	On-Site Consultation	January/ February 1982	Site staff will complete year en evaluation.
	2. Outreach staff will provide sample interagency agreements	On-Site Consultation	January/ February 1982	Site staff will complete year en evaluation.
	3. Outreach staff will provide follow-up consultation as requested.	Telephone	On-going after 1-82	

Raymond Phillips Jr. — SITE DIRECTOR SIGNATURE

Jan 11, 82 — DATE

Mary J. McGonigel — PROJECT TRANSITION SIGNATURE

12-28-81 — DATE

PROJECT TRANSITION OUTREACH SERVICES

SITE CONTACT FORM

OUTREACH STAFF MEMBER: Project Coordinator

SITE: Esperanza Para Nuestros Ninos
Albuquerque, NM

DATE	CONTACT PERSON	SUBJECT	PROJECT INITIATED	SITE INITIATED
10-02-81	Pat McMahon	Initial Outreach Contact	Telephone	
10-10-81	Pat McMahon	Follow-Up		Telephone
10-31-81	Pat McMahon	Description of available TA	Letter	
1-20-82	Pat McMahon	TA planning	Telephone	
1-22-82	Pat McMahon	Needs Assessment		Telephone
1-25-82	Pat McMahon	Needs Assessment		Telephone
1-29-82	Pat McMahon	Needs Assessment/TA Agreement	Letter	
3-03-82	Nadyne Myers	Albuquerque Public Schools (APS) Initial Contact	Telephone	
3-05-82	Nadyne Myers	ASP - Materials Adaptation for Esperanza		Telephone
3-15-82	Nadyne Myers	ASP - Materials Adaptation	Telephone	
3-15-82	Nadyne Myers	Set-up meeting in Albuquerque	Telephone	
3-18-82	Nadyne Myers	Finalized meeting plans for Albuquerque	Telephone	
3-29-82	Mona Corcoran	TA Workshop follow-up		Letter
3-30-82	Mona Corcoran	TA Workshop follow-up	Telephone	
3-30-82	Nadyne Myers	ASP - Albuquerque meeting follow-up	Telephone	
4-14-82	Mona Corcoran	Parent materials information		Telephone
4-15-82	Mona Corcoran	Severe/Profound Programming Consultation		
4-22-82	Mona Corcoran	Parent materials information		Telephone
5-05-82	Mona Corcoran	ASP workshop		Telephone
5-06-82	Mona Corcoran	Parent materials information	Telephone	

PROJECT TRANSITION OUTREACH SERVICES

SITE CONTACT FORM

OUTREACH STAFF MEMBER: Project Coordinator

SITE: Esperanza Para Nuestros Ninos
Albuquerque, NM

DATE	CONTACT PERSON	SUBJECT	PROJECT INITIATED	SITE INITIATED
5-25-82	Mona Corcoran	Parent materials information		Telephone

AGENDA

PROJECT TRANSITION OUTREACH SERVICES
CURRICULUM WORKSHOP

NEW ORLEANS ASSOCIATION FOR RETARDED CITIZENS
DEVELOPMENTAL DISABILITIES CENTER

AUGUST 10 & 11, 1981

GOAL: The goal of this workshop is the familiarize supervisory and consultant staff with the Infant Programs Birth-to-Three and Transition Curriculum so that they will be able to train teaching staff to use the curriculum.

AUGUST 10, 1981
Monday

Time	Topic
10:00 a.m. - 11:30 p.m.	Overview of Project Transition and the MHMRA Infant Programs
11:30 a.m. - 12:00 noon	Services to Replication Sites
12:00 noon - 1:30 p.m.	Break for Lunch
1:30 a.m. - 4:30 p.m.	Introduction to the Infant Programs Birth-to-Three and Transition Curriculum 1. Philosophy 2. Behavior Modification 3. Task Analysis 4. Format 5. Assistance Sequence 6. Data Collection 7. Baseline 8. Selecting Stepsheets 9. Operant Levels 10. Using the Stepsheets

AUGUST 11, 1981
Tuesday

Time	Topic
9:00 a.m. - 12:00 noon	Curriculum Content Areas 1. Cognitive Skills 2. Gross Motor Skills 3. Fine Motor Skills 4. Language Skills 5. Social Skills 6. Self-help Skills
12:00 noon - 1:30 p.m.	Break for Lunch
1:30 p.m. - 3:00 p.m.	Practicuum - Using the Curriculum

AGENDA

PROJECT TRANSITION OUTREACH SERVICES
CURRICULUM WORKSHOP

ESPERENZA INFANT AND PRESCHOOL , ALBUQUERQUE

MARCH 22, 1982

GOAL: The goal of this workshop is to familiarize Esperanza staff with the Infant Programs curriculum including: its philosophy, assistance sequence, data collection, and classroom use.

Time	Topic
9:00 a.m. - 9:30 a.m.	Overview of Project Transition Outreach Services and the MHMRA Infant Programs
9:30 a.m. -11:30 a.m.	Introduction to the Curriculum 1. Philosophy 2. Behavior Modification 3. Task Analysis 4. Format 5. Assistance Sequence 6. Data Collection
11:30 a.m. - 1:00 p.m.	Break for Lunch
1:00 p.m. - 3:30 p.m.	Introduction to the Curriculum (Cont.) 7. Baseline 8. Selecting Stepsheets 9. Operant Levels 10. Using the Stepsheets 11. Materials

AGENDA

PROJECT TRANSITION OUTREACH SERVICES
PARENT TRAINING WORKSHOP

ESPERENZA INFANT AND PRESCHOOL , ALBUQUERQUE

GOAL: The goal of this workshop is to familiarize staff of the Esperanza Infant and Preschool and the Albuquerque Special Preschool with the parent transition training and materials developed by Project Transition.

Time	Topic
10:00 a.m. - 10:30 a.m.	Overview of the Project Transition Parent Training Meetings
10:30 a.m. - 12:00 p.m.	Organizing and Implementing Parent Meetings
12:00 p.m. - 1:00 p.m.	Break for Lunch
1:00 p.m. - 3:00 p.m.	The Project Transition Parent Notebook - A Review of the Materials by Meeting

PROJECT TRANSITION OUTREACH SERVICES
NEEDS ASSESSMENT EVALUATION FORM

Project Name _____ City/State _____

Date of Needs Assessment _____ Project Transition Needs Assessor _____

Instructions for Completion of Form

Your responses, along with those of other projects, will provide us with feedback regarding the effectiveness of the needs assessment procedure in assisting you to identify your technical assistance needs and strategies to meet those needs.

Please circle the number which most accurately represents the extent to which each statement describes the needs assessment conducted by Project Transition Outreach Services staff. Space is provided at the end of the form for you to make general comments.

Please complete this form and return to:

Mary J. McGonigel
Project Coordinator
Project Transition Outreach Services
3309 Richmond Avenue
Houston, TX 77098

Thank you.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The Project Transition contact person adequately reviewed the purpose and procedures for the needs assessment.	1	2	3	4
2. Each program area on the Needs Assessment Form was reviewed if necessary.	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
3. The Project Transition needs assessor was helpful in identifying and ranking the current TA needs of your program.	1	2	3	4
4. The Project Transition needs assessor adequately translated identified TA needs into TA objectives and activities.	1	2	3	4
5. The Project Transition needs assessor identified and discussed alternative types of TA available from Project Transition Outreach Services.	1	2	3	4
6. The tentative TA agreement developed accurately reflected the identified needs of your program.	1	2	3	4
7. The Project Transition needs assessor adequately explained the sequence of events in delivering TA.	1	2	3	4
8. The Project Transition needs assessor demonstrated professional expertise in conducting the needs assessment.	1	2	3	4
9. Project staff had little difficulty in working with the Project Transition needs assessor.	1	2	3	4

10. Comments (please use other side if necessary):

Date this form was completed: _____

Person(s) completing this form: _____

PROJECT TRANSITION OUTREACH SERVICES TECHNICAL ASSISTANCE WORKSHOP EVALUATION FORM

SUMMARY FOR GREATER NEW ORLEANS ASSOCIATION FOR RETARDED CITIZENS -AUGUST 1981

Project Transition Outreach Services staff will appreciate your assistance in evaluating the technical assistance workshop we have just completed. Please CIRCLE the number that best refelects your reaction to each of the following items on a scale of 1 (poor) to 5 (excellent):

ITEM	RATING	COMMENT(s) (additional comments on back)
1. Organization of Inservice:	1 2 3 (60%) 4 (40%) 5 — poor … excellent	
2. Manner in which conducted	1 2 3 (10%) 4 (40%) 5 (50%) — poor … excellent	
3 Effectiveness in terms of meeting stated objectives:	1 2 3 (10%) 4 (40%) 5 (50%) — poor … excellent	
4. Relevancy of objectives in meeting my needs:	1 (10%) 2 3 (10%) 4 (20%) 5 (60%) — poor … excellent	
5. Effectiveness in altering my behavior and/or enhancing my understanding:	1 (10%) 2 3 (20%) 4 (20%) 5 (50%) — poor … excellent	
6. Rating of consultant(s) as a presenter (in order of presentation):		
NAME #1 (a)	1 2 3 4 (20%) 5 (80%) — poor … excellent	
#2 (b)	1 2 3 4 (30%) 5 (70%) — poor … excellent	
(c)	1 2 3 4 5 — poor … excellent	
(d)	1 2 3 4 5 — poor … excellent	
(e)	1 2 3 4 5 — poor … excellent	

75

PROJECT TRANSITION OUTREACH SERVICES TECHNICAL

ASSISTANCE WORKSHOP EVALUATION FORM

SUMMARY FROM GNOARC August 1981

Comments:

"I found the workshop to be excellent in all respects. I think it could be condensed somewhat, depending on the level of the persons being trained. "

"I feel this program will help teachers pinpoint areas that require my assistance -- instead of asking for global help in the area of fine motor. I also feel that this is the least lofty method of data keeping -- not at all intimidating. I feel very optimistic regarding the program and the appropriateness of use with our clients. Clear and concise presentation."

"Needed more frequent breaks and break early for lunch. Spoke in a conversational tone, easy to listen to and understand."

"I enjoyed the relaxed manner in which it was presented. It allowed me to open up and become more receptive to the materials presented."

"Needed more time for questions. Felt more time could have been spent on specifics. Both speakers were well prepared and knew their subject matter and were able to convery the essence of the curriculum."

"The presentation was well organized and the speakers were well prepared. All aspects of the Infant Curriculum and Project Transition which were unclear were thoroughly explained. Both speakers were enthusiastic in their presentation, explained the material well, and related their experience which kept the presentation stimulating."

"The Infant Curriculum and the ideas for parent training from Project Transition Outreach should serve to greatly enhance the G.N.O.A.R.C Program. We appreciate the opportunity to participate in this."

"Relaxed atmosphere, easy listening."

"Content of the curriculum is very much related to our work and I find discussion in this area to be stimulating. Talked very comfortably and directly."

PROJECT TRANSITION PARENT NOTEBOOK

Mental Health Mental Retardation Authority
of
Harris County

Infant Parent Training Center
3309 Richmond Avenue
Houston, Texas 77098

Eugene Williams, Executive Director
Marlene Hollier, Director of Infant Programs
Mary McGonigel, Project Coordinator

Support for this project has been provided by Grant #600780113 from the Special Education Programs, United States Department of Education. Points of view or opinions do not, however, necessarily represent official views or opinions of the Special Education Programs or the Department of Education.

Introduction
to the
PROJECT TRANSITION PARENT NOTEBOOK

This notebook has been developed to provide parents participating in Project Transition with a reliable and understandable guide to help them prepare for their child's transition from a community infant-parent training program to public school Early Childhood Education for the Handicapped programs. Project Transition was funded initially as a model demonstration program by the Handicapped Children's Early Education Program of Special Education Programs, United States Department of Education. After completion of the demonstration funding the project received local continuation funds. The project is a component of the Infant Programs of the Mental Health Mental Retardation Authority of Harris County.

The Parent Notebook was developed from a series of five parent training meetings held for Project Transition parents. Each parent was given a notebook at the first meeting and additional material was distributed at each of the following meetings. Project parents report that the Parent Notebook has been a valuable resource for them as their children enter ECH programs. It is our hope that the notebook will be as valuable to other parents who are preparing for their young handicapped child to enter school for the first time.

Project Transition Contributing Staff

Marlene Hollier .... Infant Programs Director
Carol Ward ..... Transition Teacher
Jewel Jackson ..... Project Secretary
Natalie Burch ..... Transition Consultant
Cherie Yost ..... Transition Consultant

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SCHEDULE FOR PARENT TRANSITION MEETINGS

MEETING TOPICS

Meeting 1: Special Education Programs

- Overview of Parent Transition Meetings
- Your Parent Notebook
- Qualifying for Special Education Services in New Mexico
- A Parent's Perspective
- The Educational Appraisal and Review (EA&R) Process

Meeting 2: Parents and the EA&R/IEP Process

- Parent Involvement in the EA&R - IEP Process - A Role-Playing or Media Presentation
- Developing Your Child's IEP
- A Parent's Perspective on the EA&R/IEP Process
- Developing a Goal List for Your Child
- School Observation - What to Look For

Meeting 3: Parent Rights and Responsibilities

- Legal Rights of Parents Under New Mexico State Law and Federal Legislation
- State Protection and Advocacy Agencies

Meeting 4: Between Parents and Schools

- Parents' Expectations as Young Children Enter School for the First Time
- Parent-Teacher Communication
- School District Organization - What to Do When a Problem Occurs
- Parent Support Groups

Meeting 5: Final Registration Reminders and Graduation and Parent Party Time

AGENDA

FIRST PARENT TRANSITION MEETING

Meeting time - 1½ hours

Topics	Time
Welcome	10 Minutes
Overview of the Parent Transition Meetings	5 Minutes
Qualifying for Special Education Services in Local School Districts	15 Minutes
A Parent's Perspective	15 Minutes
Break for Refreshments and Socializing	20 Minutes
The Educational Appraisal and Review (EA&R) Process	20 Minutes
Response from Parents	5 Minutes

QUESTIONS PARENTS HAVE ASKED ABOUT PROJECT TRANSITION

The list of questions and answers below has been developed to provide you with general information about the goals of the parent transition meetings you will be attending.

WHAT IS PROJECT TRANSITION?

Project Transition is a program of the MHMRA Infant Programs in Houston, Texas. The project has received special funding from Special Education Programs in Washington, DC. Project Transition began as a model demonstration program for services to children and parents leaving Infant Programs and entering public school Early Childhood Education for the Handicapped (ECH) classes. The project is now an Outreach program whose goal is to assist others who are interested in using project materials and information.

Project Transition applied for this special Outreach funding because we found that families sometimes encountered problems in making the change from an infant/preschool program to a public school. Because New Mexico serves handicapped children under state laws and Section 504 of the federal Rehabilitation Act rather than under the provisions of P.L. 94-142, handicapped children in New Mexico become eligible for public school services at the age of five. We have found that many parents are unsure about what to expect when their children enter a new type of program. You may be concerned about how your child will adjust to so many new faces or to the new group learning situation. Or, you may be unsure about your legal rights and responsibilities as parents

under the federal and state legislation which mandates education for all handicapped children.

Establishing a transitional parent training program seemed like one way to help parents and children make a successful change from one program to another. We are very excited about Project Transition which has been in operation for over four years, and we are pleased to have the opportunity to work with other infant and preschool programs to share our materials under our new Outreach funding. YOU MAY BE IN ANOTHER PROGRAM WHICH WILL BE USING THIS MATERIAL FOR PARENT TRAINING. ASK YOUR PARENT TRAINER ABOUT THE SPECIFIC SERVICES OFFERED BY YOUR PROGRAM TO HELP PREPARE YOU FOR THE CHALLENGING YEARS AHEAD.

HOW WILL THE TRANSITION MEETINGS HELP ME PREPARE FOR THE UPCOMING SCHOOL YEAR?

Staff at your program will hold a series of parent meetings to provide participating parents with information which will help you prepare for your child's entry into public school classes. The topics for the meetings have been suggested in part by former Infant Programs parents whose children are now in public school programs. Among the meeting topics are: preparation for the EA&R meeting; development of an Individualized Educational Program (IEP); parental rights and responsibilities in obtaining the best educational services for their children; parent support and advocacy groups; teacher/parent communication; school district organization and heirarchy; and registration details. Staff from your program have arranged for interesting and informative speakers for the meetings, possibly including parents who have experienced the challenges you are about to meet. The meetings will be very informal,

and you will be encourged to bring up areas of interest to you and to suggest additional topics for the remaining meetings.

The goal of the parent meetings is to provide you with information which will enable you to be an effective partner in working with the schools to insure that your child receives the best possible services. Use your parent notebook as a resource after your child enters public school. Parents who have used it in the past report that it was very helpful when they needed a quick reference.

NOTES:

EARLY CHILDHOOD AND ELEMENTARY EDUCATION FOR THE HANDICAPPED PROGRAMS IN LOCAL SCHOOL DISTRICTS

Under the provisions of P.L. 94-142, all participating states are required to provide special education programs for handicapped children three years of age and older. Programs for these children from ages of three to five are usually called Early Childhood Education for the Handicapped or ECH programs. ECH programs vary widely from state to state, from school district to school district, and even from school to school. Some programs are full-day programs, while others are half-day. Some programs group children only by developmental level while others group children primarily by handicapping condition. Methods of instruction and curriculum materials are other areas where large differences exist between programs. All ECH programs must meet certain requirements and legal standards under P.L. 94-142. We will learn more about this important law in future parent meetings.

Because New Mexico does not participate in P.L. 94-142, handicapped children are provided services under the provisions of the New Mexico Public School Code, various state laws, and Section 504 of the Rehabilitation Act, a federal law guaranteeing that handicapped persons receive the same rights as other citizens. The federal regulations for implementing Section 504 require public schools to provide a free, appropriate education for every school-aged handicapped child. If you live in New Mexico, your handicapped child has the same basic rights to an education as children living in other states. The major difference will be that programs will begin at school age rather than at preschool age.

To learn about special education programs in your area, contact the Special Education or Elementary Education Coordinator. If possible, your parent trainer has arranged for a representative of your local school district to speak with the group at this first meeting. Don't hesitate to speak up and ask any questions that occur to you. The presenter wants you to know as much as possible before your child enrolls in school.

We have included in this notebook information about special education programs in local school districts. Even if your child does not live in one of these districts, you can look over the information and forms to become familiar with what you might expect from your child's district.

One communication you will receive from your child's school district will be information explaining the process you and the school system will be going through to enroll your child in special education. The New Mexico State Department of Education has regulations which outline this process. In order to test your child to find out if he or she is eligible for special education your school district must have your informed written consent. When the school district asks for this consent, they will explain your rights to examine your child's records, to obtain independent evaluations if you disagree, and to request a special hearing if necessary. If you do not understand any of the procedures outlined by the school district, be sure to ask school officials for further explanation.

Another very important communication you will receive from the district will be an invitation to a conference between you and school officials to review the evaluation information on your child to determine

if he or she is eligible for special education services. This meeting will be held at a time convenient both for you and the school. If you need an interpreter for this meeting, the school will provide one. The meeting is called an Educational Appraisal and Review Committee meeting. Be prepared to be invited to this meeting, and be sure to attend. The committee meeting will give you a chance to tell school officials what you would like for your child.

QUALIFYING FOR SPECIAL EDUCATION SERVICES

As we learned earlier, all public school districts in New Mexico must provide special education programs for handicapped children beginning at five years of age. The New Mexico State Education Agency has written guidelines which determine which children are eligible for special education services. These guidelines conform to state and federal laws insuring a free, appropriate public education for all handicapped children. In most cases, children who have attended infant/preschool programs for developmentally delayed children will qualify for special services because the ways in which eligibility is determined are similar to those used by public schools. Some mildly delayed children who have attended special infant/preschool programs may have "caught up" and might not need special education services.

If you feel that your child has a learning problem or handicapping condition which would benefit from special education services, be sure that your child is referred to your local school district for testing. Parents of children attending infant/preschool programs usually have given permission to program staff to make this referral automatically when children reach school age. If you are unsure about whether or not your child has been referred, call the elementary special education department in your district yourself, or check with your child's infant/preschool program staff.

School representatives will want to test your child to determine if he or she is eligible. If very recent test information exists from

another agency, many districts will use that information rather than do the tests over again. If you want the school to re-test rather than use already existing information, request that your child be tested by the schools.

After the schools have test information on your child, the next big step occurs. A meeting will be held at which you will help school officials determine eligibility and decide the best placement for your child. This meeting is called an Educational Appraisal and Review or EA&R, Committee meeting. A list of answers to questions which parents often ask about the EA&R meeting has been provided in this section of your notebook.

In New Mexico eligibility for special education is determined by test results and other information which show that a child has an identified condition of exceptionality. Among these areas of exceptionality are: behaviorally disordered, communication disordered, gifted, hearing impaired, learning disabled, mentally handicapped, multiple disabled, physically impaired, and visually impaired. For a school district definition of these terms, you may want to check the booklet called The Exceptional Student in the Albuquerque Public Schools. A copy of this booklet may be found at the end of this section of your notebook.

If evaluation results show that your child fits into one of these areas, school officials at the meeting will explain the test results to you. Be sure that you understand what these results mean. Don't hesitate to ask for more information or for definitions of educational terms you are not familiar with. If you will need an

interpreter, let the school know before the meeting.

For more information about the eligibility process and the definition of the areas of exceptionality which qualify children for special education services you may want to consult your state plan for special education, called A Plan for the Delivery of Special Education Services in New Mexico. Ask your school district, public library, or state advocacy agency to help you obtain a copy.

Remember that no matter what exceptionality category your child is served under, he or she must have at least one review of progress annually. This review occurs in an EA&R meeting just like the one which you had to find out originally if your child would qualify for special education services. You will be invited to this annual review meeting, just as you were before. Be sure to attend these conferences with school district officials. Important decisions affecting your child's educational programming will be made there, and it's important for you to have the opportunity to make your wishes known.

NOTES:

QUESTIONS PARENTS ASK ABOUT THE EDUCATIONAL APPRAISAL AND REVIEW (EA&R) PROCESS

Under New Mexico state law and Section 504 of the federal Rehabilitation Act, all public schools must provide special education services to handicapped children. One of these services is a specified procedure for determining which children are eligible for special education, what classroom and school placement is best for each individual child, and when special education services are no longer necessary for a child. The State Education Agencies in each state have developed guidelines for local school districts to follow in implementing these requirements. The procedures are called by different names in almost every state. In New Mexico they are called the Educational Appraisal and Review (EA&R) process.

The EA&R process is one of the most important steps in enrolling your child in a special education program. The EA&R meeting provides parents with a golden opportunity to let school systems know what their goals are for their children.

Below are answers for questions that many parents ask. If you have additional questions, be sure to ask the parent trainer for help.

WHAT IS SECTION 504?

*Section 504 is short for Section 504 of the Rehabilitation Act of 1973. This law is also known as P.L. 93-112.

*Section 504 says "No otherwise qualified handicapped individual shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

WHAT DOES THIS LAW MEAN FOR THE EDUCATION OF MY HANDICAPPED CHILD?

*The regulations for implementing Section 504 require all public school systems to provide a free, appropriate education for every school-aged handicapped child.

WHAT IS AN "APPROPRIATE EDUCATION"?

*An appropriate education must meet the educational and related service needs of each individual handicapped child.

HOW ABOUT "SPECIAL EDUCATION"?

*Special education is instruction designed to meet the individual educational needs of each handicapped child. In New Mexico state law, it means the systematic modification and adaption of instructional techniques, materials, and equipment to meet the needs of exceptional children.

WHAT ARE "RELATED SERVICES"?

*Related services are special services which a handicapped child needs to benefit as much as possible from special education. For example, a language-delayed child might need the related services of speech therapy to benefit from special education.

WHO ARE "EXCEPTIONAL CHILDREN"?

*Under New Mexico state law (NMSA 22-13-6) "exceptional children" means school age persons whose abilities render regular services of the public school to be inconsistent with their educational needs.

*This definition includes any child who needs special education services which are different from those provided in a regular school program.

*In New Mexico, exceptional children include those children who are behaviorally disordered, communication disordered, gifted, hearing impaired, learning disabled, mentally impaired, and visually impaired.

WHAT IS AN EA&R MEETING?

*EA&R stands for Educational Appraisal and Review Committee.

WHAT IS THE PURPOSE OF THE EA&R COMMITTEE MEETING?

*The EA&R meeting is held to determine if your child is eligible for special education services. Every state has a similar process for services, although different names are given to the procedure.

*The EA&R meeting is held after your child has been tested. The EA&R committee meets to discuss the test results, determine if your child is eligible for services, and decide the best placement in which your child can receive the necessary services.

*An EA&R meeting is held every year to review your child's progress and to determine whether special education services are required for the next year. An EA&R meeting may be called more often than once a year.

WHO IS ON THE EA&R COMMITTEE AND WHY?

*The members of the EA&R committee are usually the child's parent(s) or guardian(s), an instructional person from the school district, and a school administrator, such as a principal or special education supervisor.

*Your role at the EA&R meeting is very important. The parent(s) must help decide what skills the child will learn, how much time will be needed to learn these skills, what related services are necessary in order to achieve these goals, and what is the best school setting for each child.

*An educational diagnostician or evaluator is a person who specializes in testing children and deciding what the test results mean for school programming.

*All of the members of the EA&R committee have the same goal. They all want each child to receive the best and most appropriate education possible. Attending the EA&R meeting provides parents with an opportunity to give the other committee members information about their children which only parents can give. Participating in the EA&R meeting is one of the most important ways that parents can help their child receive the best possible education.

HOW WILL I KNOW WHEN THE EA&R MEETING WILL BE HELD?

*The school district will contact you and provide you with a scheduled meeting time.

*If you cannot meet with the EA&R committee at the time scheduled in the school district's notification letter, please contact the district and reschedule the meeting for a time when you can attend.

*If you need an interpreter be sure to let the school know ahead of time.

WILL MY CHILD'S INDIVIDUALIZED EDUCATION PROGRAM (IEP) BE WRITTEN AT THE EA&R MEETING?

*No. At the EA&R meeting general goals for your child will be developed and a program placement with related services will be recommended. The specific program plan for your child will be developed at a later meeting. You will be invited to attend and participate in this meeting as well.

INFORMATION AND SAMPLE
NOTICES TO PARENTS
FROM LOCAL SCHOOL DISTRICTS

the Exceptional Student

in the

APS

ALBUQUERQUE PUBLIC SCHOOLS

PARENTS / SCHOOLS TOGETHER

ALBUQUERQUE PUBLIC SCHOOLS
724 Maple SE
Albuquerque, NM 87106

BOARD OF EDUCATION

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SUPERINTENDENT
FRANCISCO P. SANCHEZ, JR.

Prepared by
Department of Special Education
September, 1978

Edited by Ellen Klein

Graphics by Jimmy Ning

Much of the information included in this booklet was provided by Clare Hummel, Jo Thomason, Richard Petre, Kay Bratton, Kathy Reynolds, and Barbara Katz. Jan Carley assisted with graphics.

Introduction

Every exceptional child and youth within the Albuquerque Public Schools (APS) attendance boundaries has a right to a free, appropriate public education. This booklet is an effort by APS to briefly explain those rights, and the educational opportunities provided by APS. The booklet is organized into sections describing: 1) which youngsters are considered exceptional; 2) how youngsters who need help become identified and get that help; 3) what kinds of programs and services are available; 4) what schools and parents can do to see that appropriate programming is provided; 5) why these services are being provided; and 6) where additional information regarding special education can be found.

It is the goal of the Albuquerque Public Schools, and the Department of Special Education in particular, to help exceptional students develop their potential to the highest level possible, and to become independent, adjusted, and competent members of society to the maximum degree possible. Based on this general goal and on state and federal regulations, several general guidelines for providing special education services become important.

- *Exceptional children should be educated as much as possible with other students.* This will result in better understanding and acceptance of exceptional persons by others and the development of a future society in which it will be easier for exceptional persons to live. Exceptional youngsters will have more contact with people who will help them learn the skills necessary to function more independently in society.
- *Parents should be involved in the education of their children.* They have a great deal of knowledge to contribute about the skills and needs of their children. When involved in setting goals and

designing an educational program for their children, parents can better assist the school in achieving those goals.

- *The early identification of children who may be exceptional is extremely important.* The earlier special services begin, the more progress can be made during the school years.
- *The school must be able to provide a wide range of special education and related services.* These services must be individualized for the students, and evaluated for effectiveness.

Who are the children?

The Albuquerque Public Schools defines a school-aged child as one who is 5 years of age (by September 1) through the completion of a planned program of study or through 21 years of age. The children with whom this booklet is concerned are school-aged exceptional children. These are children who may be different from others in several ways. For them to learn to their fullest potential, programs or services additional to those regularly offered are needed. The children may be gifted or have mental and/or physical handicaps. These children may include the following:

- **Behaviorally Disordered:** Children who, within the normal educational setting, may have such great difficulty getting along with others, display such disruptive, inappropriate, unhappy, or depressed behavior, that this behavior interferes with their ability to function academically, socially, and emotionally at a level appropriate for their peer or age group.
- **Communication Disordered:** Children who have great difficulty speaking clearly, who speak in an unusually loud, soft, harsh or "whining" voice, who speak at an irregular or unusual rhythm or rate, or who have such difficulty in using and/or understanding spoken and/or written language that this behavior is inconsistent with their environment or inappropriate for their age level. (This exceptionality is different from having difficulty because English is a second language.)
- **Gifted:** Children who may be extremely productive or have potential to be productive, who may be very original, imaginative, or curious, and who are superior in intelligence and/or creativity.
- **Hearing Impaired/Deaf:** Children who have such difficulty hearing or telling the difference between sounds, in certain circumstances or all of the time, that their ability to understand and/or communicate with others is affected. It may appear that they "just aren't listening."

- **Learning Disabled:** Children who are of normal intelligence and who should be able to achieve academically, but who have such difficulty in becoming aware of information found in the environment, understanding, remembering, and/or expressing their ideas and what they hear or see, are so disorganized or have such a short attention span, that their ability to learn and to get along with others is affected. These difficulties may be demonstrated through words or actions and are not caused primarily because of a mental, physical, or emotional handicap, the lack of opportunity, or the lack of experience with the English language.
- **Mentally Handicapped:** Children whose intellectual development, mental capacity, and/or ability to adjust to different situations is so significantly below other youngsters of their age group, that their ability to learn and their academic achievement is seriously affected. Often their social relationships are also affected.
- **Multiple Disabled:** Children who have a combination of one or more disabilities which produce such serious learning, developmental, and/or behavioral problems that successful progress in a program designed to accommodate a single exceptionality is severely limited or impossible.
- **Physically Impaired:** Children whose physical structure or bodily functions may be impaired because of defects existing from birth or acquired later, or who have recurring illnesses such that regular class attendance is prevented.
- **Visually Impaired/Blind:** Children whose ability to see is limited to the degree that specific educational procedures are needed in order that their learning needs can be adequately met.

How are exceptional children found and identified?

IDENTIFICATION AND NOTIFICATION

A yearly effort is made to locate and identify every school-aged exceptional student who lives in the Albuquerque Public Schools attendance boundaries. This search applies to exceptional individuals who are already attending school and those who are not enrolled in school. The parent(s) or guardians of these youngsters shall be notified of this process yearly through pamphlets, newspaper ads, and radio or television announcements. *Because APS maintains a permanent, ongoing effort to locate and serve school-aged children who are not receiving any educational services, the district requests the public to refer any such children so they can be located, evaluated, and provided a free appropriate public education.* If persons in the community know of children of school age who are not in school and who may be in need of special education services, or children who are in school who may need special education, they should contact any of the persons listed in the section of this booklet called "WHOM DO I CALL?"

REFERRAL

Parents who question whether their child is making satisfactory progress in a regular classroom should request a conference with the child's teacher, principal, and/or counselor. It may be felt that additional assistance for the child is needed. The child can be brought to the attention of the school district as possibly being eligible for and in need of special education services through a process known as *referral*. **Referrals can be made by parents, teachers, counselors, principals, school nurses, or other persons who have an interest in the child's welfare.** Written notice of referral by school personnel will be sent to parents. Parents can request that their child be considered for special education by making a referral in one of the following ways:

1) Ask the child's regular or special teacher to make the referral
2) Ask the principal where the child is attending school to make the referral;
3) Contact the Coordinator of Special Education for the area in which the child attends school (See the section "WHOM DO I CALL?").

The comprehensive diagnostic evaluation of the student will be done by a certified educational diagnostician and other specialists, as defined by the New Mexico State Department of Education Regulations. Tests are chosen and used so that they measure the learning styles and capabilities of children rather than reflecting other impairments such as impaired sensory, manual, or speaking skills. These tests will not be limited to those which provide only a single general intelligence score; they will include those designed to measure specific areas of educational need. The evaluation for all students referred for special education services includes:

1) A review of educational and school health records;
2) Obtaining an educational, family, and medical history;
3) Determining the dominant language spoken in the home;
4) Vision and hearing screening;
5) Referral to specialists for additional evaluation—if appropriate;
6) A measure of adaptive behavior (the ability to get along);
7) A measure of intellectual level;
8) Other procedures or tests necessary to determine more about the child's type of exceptionality when appropriate.

A re-evaluation shall be completed at least every 3 years.

If parent(s) or guardian so choose, they have a right to obtain an independent evaluation. This evaluation should be conducted by a qualified examiner who is not employed by the Albuquerque Public Schools. This evaluation is at the parents' own expense. If the parent(s) or guardian cannot afford an independent evaluation, APS will assist them in locating a low-cost or free service of this kind.

EVALUATION

After a child is referred, a representative of the Albuquerque Public Schools will contact the parent(s) or guardian for an appointment. The school representative will:

1) Review the reason(s) for referral;
2) Explain the evaluation process and the methods or tests which will be used to get more information about the child;
3) Explain the rights of the parent(s) to
   - review all relevant information
   - obtain an independent evaluation
   - have an impartial due process hearing if they are not satisfied with the results (See the section "HOW CAN PARENTS HELP?")
4) Ask the parent(s) to provide written permission for an evaluation to be conducted;
5) Explain that the school has the right to a due process hearing if the parents refuse permission for evaluation and the school believes this refusal is not in the best interest of the youngster;
6) Obtain a family, health, and educational history for the youngster.

The evaluation process has two major purposes: 1) to determine if a student is eligible for special education services, and 2) to assess the needs or gather all of the information possible about the student in order to determine which are the most appropriate special education and related services for the student.

A written notice shall be provided to the parent(s) or guardian of the exceptional student in their native language, if possible. Written consent of the parent(s) or guardian (or student, if age 18 years) shall be obtained before any diagnostic testing is done. At this time, the parent(s) or guardian will be informed of their right to examine all records which are important to the youngster's education, to obtain an independent evaluation, and to obtain an independent due process hearing (See the section "HOW CAN PARENTS HELP?").

How are children placed?

After the evaluation is completed, a meeting of the school's **Educational Appraisal and Review (EA&R) Committee** will be scheduled to recommend appropriate placement for the student. **This is a committee of persons from the school who work directly with the youngster and can supply information about that student, and persons who are knowledgeable about evaluation, diagnosis, and program selection.** The parent(s) or guardian will also be invited to attend.

In the meeting of the EA&R Committee, all available information about the student will be reviewed and considered by the committee. Before determining appropriate program and placement, information from a variety of sources—including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior or ability to get along—will be given, documented, and reviewed. The committee will then:

1) Determine if the student is eligible for special education services according to the criteria listed in the New Mexico State Regulations;
2) Recommend the type of special education program and related services needed by the student if that student is eligible;
3) Recommend services which shall be provided in the least restrictive setting—closest to the regular school program—which are appropriate to the student's needs;
4) Establish procedures to review the program and progress of the student at least yearly.

If the parent(s) or guardian do not attend the EA&R Committee meeting, then a meeting will be held with them to:

1) Review the diagnostic information and the conclusions of the Educational Appraisal and Review (EA&R) Committee;
2) Obtain written permission from the parent(s) or guardian to begin special education and related services or to change the educational placement of an exceptional student.

What types of Special Education placement are available?

The Albuquerque Public Schools will provide a free, appropriate public education to all school-aged exceptional students. Many of these children will need special education services, which means the provision of services additional to or different from those provided in the regular school program. Through special education, instructional techniques, materials, and equipment will be adapted to meet the individual educational needs of the exceptional student.

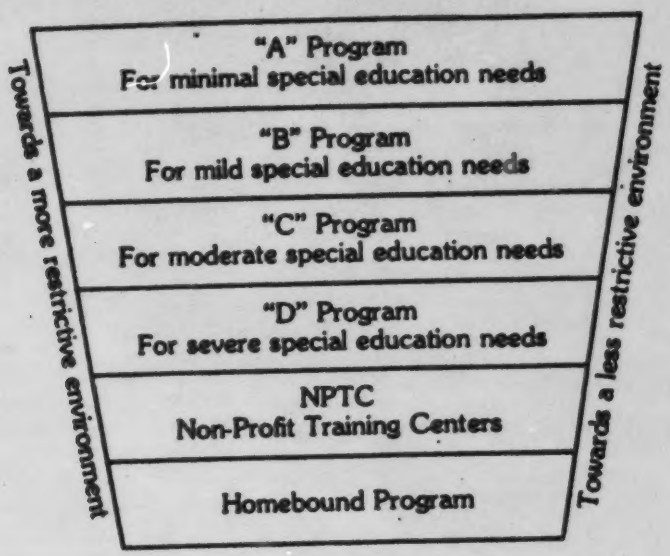
Students receiving special education and related services will be educated with regular education students to the maximum extent appropriate. They will be integrated as much as possible in school activities such as lunch and recess, and have access to non-academic services such as transportation, fine and practical arts, physical education, counseling, and clubs. If separate facilities and services for exceptional students are necessary, they will be comparable to those provided for regular education students.

Educational and related services will be provided without cost to the exceptional student except for those fees that are charged to regular education students. Those services will be provided in an appropriate program as close to their homes as possible. When transportation to a more distant school or center is necessary, that transportation will be provided at no cost to the student.

CONTINUUM OF SERVICES

The Albuquerque Public Schools is able to provide a wide range or continuum of special education and related services. The types of special education services available from the Albuquerque Public Schools are made up of 4 levels or programs. These levels,

the continuum of special education services are presented in the illustration and explained in the discussion below.



"A" Level Programs

These programs serve youngsters in regular classes whose minimal special learning needs do not require a basic modification of the regular curriculum. A special education teacher provides assistance with the exceptional student's program and with special materials. Each "A" level special education teacher has a case load of from 18-35 students.

"B" Level Programs

These programs serve youngsters in the regular classroom whose mild special learning needs do not require a modification of the regular curriculum but who do need additional intensive assistance. The student is taken out of the regular class by the special education teacher and provided intensive work in selected areas of need. Each special education teacher in this program has a caseload of from 18-24 students.

"C" Level Programs

These programs serve students with moderate special learning needs and for whom the content, methods, and/or pacing in the

regular class are inappropriate. The youngsters are in a special class on a half to full-time basis and are integrated into the regular program to the greatest extent appropriate. Each special education teacher in this program has an average caseload of 12 students, with 15 students being the maximum.

"D" Level Programs

These programs serve students with severe special educational needs for whom the regular program is almost totally inappropriate. The students are in a special self-contained class on a full-time basis and are integrated when appropriate. Each special education teacher in this program serves a maximum of 8 students at any one time. When the class size reaches 7, an aide is required.

"D" Level Non-Profit Training Centers

The programs in these non-sectarian, non-profit educational training centers serve students with profound educational needs. The school district contracts for the services from these centers.

"D" Level Homebound Services

This program serves students who, because of their exceptionality, are not able to be served in a classroom. Special education and related services are provided in the student's home.

Placement by APS in Non-APS Programs

Occasionally an appropriate educational program is not available for an exceptional student within the Albuquerque Public Schools. APS is then responsible to locate an appropriate program and refer the student to that program.

When an exceptional student is referred by the Albuquerque Public Schools to another educational system or agency, APS remains responsible for that child. The District is responsible to see that non-medical fees, including room, board and transportation, are provided at no cost to the parent.

Placement by the Parent(s) or Guardian in Non-APS Programs

If the Albuquerque Public Schools has provided a free, appropriate educational program, but the exceptional student or that student's parent(s) or guardian choose a private school, the district is not required to pay for that student's education.

RELATED SERVICES

Some students will need services in addition to the special education program. Developmental, corrective, and supportive services, if available, will be provided to the exceptional student when needed in order to help the student benefit from the educational program. These services might include speech and language therapy, physical or occupational therapy, recreation, school health services, adaptive physical education, audiology, medical diagnostic services, interpreter/reader services for the hearing and visually impaired, orientation and mobility instruction, counseling, and special transportation.

NON-ACADEMIC SERVICES

Non-academic and extra-curricular services and activities will be offered in such a way that handicapped students have an opportunity to participate. The services include the following: counseling, physical education, athletics, transportation, health services, recreational activities, special interest groups or clubs, referral to agencies which provide assistance to the handicapped, and student employment.

With regard to physical education and athletics, handicapped students will have an equal opportunity to participate in physical education courses and inter-scholastic or intramural athletics. Separate or different physical education and athletic activities may be provided for handicapped students only if they are needed.

Additionally, the Albuquerque Public Schools will provide personal, academic, and vocational counseling, and guidance or placement services without discrimination on the basis of handicap. Handicapped students will not be counseled toward more restrictive career objectives than their interests and abilities would indicate.

PRE-SCHOOL AND ADULT EDUCATION PROGRAMS

The Albuquerque Public Schools do not exclude handicapped persons from pre-school or adult education programs on the basis of a handicapping condition.

How is the child's program developed?

Once the exceptional student has been located, identified, evaluated, and placed in a special education program, an Individualized Educational Program (IEP) is completed. A special meeting for this purpose will be held, and parent(s) or guardian will be notified of the time and place. The child's special education teacher usually coordinates the development of the IEP. *The development of the student's Individualized Educational Program includes input and suggestions from the youngster's parent(s), teachers who know the student, the diagnostician who tested the student, and other professionals who have knowledge of the youngster.*

A number of items make up the IEP. They include:

1) Statements of the child's levels of educational performance;
2) Statements of yearly goals and short-term educational objectives;
3) Those individuals responsible for helping to accomplish the objectives;
4) Criteria and evaluation procedures for measuring the achievement of the educational objectives;
5) A statement of the specific special education programs and the related services needed by the student, and the degree of participation anticipated in the regular education program;
6) Projected dates for beginning services and how long the services should continue.

The parent(s) or guardian will be asked to give written approval of the final Individualized Educational Program prepared from a specific IEP meeting. **The IEP will be reviewed as needed, or at least yearly, by the Educational Appraisal and Review (EA&R) Committee.** A system to measure progress for the student will be developed and reviewed at least yearly. The parent(s) or guardian must give permission when a change in educational placement or program of the student is proposed.

The student's program is a cooperative effort between the school, the home, and the student. Communication between home and school should be continued even after the formal conferences and meetings take place. Requests for informal conferences with the youngster's teachers, requests to visit the youngster's classroom, notes or phone calls are all ways of learning about the child's program and performance. *Of course, another important way of finding out about program and performance is through talking with the student!*

The Albuquerque Public Schools wants to provide the best education possible for all of its students. In doing this, certain procedures must be kept in mind. The law requires that the school districts shall establish procedures to protect the rights of exceptional students and their parents or guardians; these procedures are called *procedural safeguards*. These procedural safeguards are described throughout this booklet as they pertain to the different topics discussed. They will be listed again below, however:

1) Written prior notice for evaluation or change of educational placement, of an exceptional student;
2) Written permission of the student's parent(s) or guardian (or of the student, if age 18 years) to begin a diagnostic evaluation of a student, or a change in the educational placement of an exceptional student;
3) The right of the parent(s) or student if age 18 years to examine all reports and educational records of the student with regard to evaluation and the provision of a free, appropriate public education;
4) The right of parent(s) to an independent evaluation of the student;
5) Confidentiality of records and other information regarding the student;
6) The right to an impartial due process hearing regarding the identification, evaluation, placement, and provision of a free, appropriate public education for the exceptional student.

All students' records are confidential and are available on a limited basis. Only certain people may read the records and only if they follow certain procedures to do so.

Parent(s) or guardian (or youngster, if age 18 years) may examine the student's records. To examine the records, a written request should be made to the Area Coordinator of Special Education of the area in which the student attends school (See the section "WHOM DO I CALL?" for the address and phone number). A time will be set up to examine the records. Parent(s) or guardian may also set up a time for a conference in order to have any tests or other information regarding their child explained by a qualified representative of the school. A list of the type of information collected about the student and where it is located will be given to parents.

Records will be sent to other agencies or persons outside of the Albuquerque Public Schools only upon written request and permission by the parent(s) or guardian, or by court order. Students of legal age may request their own records. A small fee for copies of records may be charged.

APS employees who have a legitimate educational interest in the information regarding the student may also review the records. This review is to help school staff be better able to understand and plan for the youngster.

A list of persons who review the confidential records will be kept. Records will be on file at APS for no longer than 3 years after the student leaves the program or until age 21, whichever comes first. A reasonable effort shall be made to notify parent(s) or guardian that they have a right to be given a copy of the confidential records before destruction. Permanent records will be kept without time limitation.

If parents believe that any information about their child is inaccurate, misleading, or violates the privacy of the child, they have the right to request an amendment to the records. If the request is denied they may request a hearing. This hearing is an informal hearing and is not conducted in the same manner as an impartial due process hearing. If the hearing decision finds the data or information inaccurate, the district will amend the record so that it is correct, and inform the parent(s) or guardian in writing that the record is now correct. If the hearing decision finds the data or information accurate, APS will inform the parent(s) or guardian of their right to place a statement in the records stating their reasons for disagreement. All such statements will be kept as a part of the records.

How can parents help students get the best program?

INVOLVEMENT

Parental involvement in each exceptional student's special education program is required by law. That involvement includes notification, consent or permission, and participation with regard to the child's referral, evaluation, placement, the development of the Individualized Educational Program (IEP), and the yearly review of the student's program. *Parents should continue to be in communication with their child's teacher regarding their youngster's daily or weekly progress.* Parent(s) or guardian may request an IEP conference. Parent(s) or guardian may also participate in the Special Education Parent Advisory Council at the area office in which their child attends school (See the section "WHOM DO I CALL?" for the phone number and address to get more information). The school wants to share information—both give *and* receive—with the parents of their students. Ask how your child is doing in school. Talk over problems with your child's teachers or administrators.

Sometimes parents and the school disagree on that which is best for the child. This disagreement can usually be worked out by parent(s), teachers, and administrators talking with each other at conferences or meetings. Sometimes more formal action is necessary to work out disagreements regarding the identification, evaluation or placement for the student. Several methods are available to resolve the problem if parent(s) and school cannot come to an informal agreement regarding the student.

IMPARTIAL DUE PROCESS HEARING

If the school and parents disagree about the evaluation or placement of a child, a due process hearing can be requested. A hearing officer, who is not an employee of the school district, will be selected to listen to the case. This hearing officer is selected in order to give a fair hearing, and listen without bias, to both sides of the case. The hearing officer will be selected within 20 days of the parental request for a hearing. Within 10 days after the hearing officer is selected, the local school district (APS) will use certified mail to notify the parent(s) or guardian of the name of the hearing officer, and the date, time, and place of the hearing. The hearing will take place between 30 and 45 days after the date of notification. No change will be made in the child's placement or program during this period, unless agreed upon by parent(s) and school.

The school can request the hearing if it feels that the actions of parent(s) or guardian are not in the best interest of the child. For example, the school may become concerned if the parent(s) or guardian are unwilling to permit a child who is referred to be evaluated or to be placed in a program considered appropriate by the Educational Appraisal and Review Committee. The parent(s) or guardian may request a due process hearing if they disagree with the school regarding evaluation results or the educational placement and program recommendation.

Parent(s) or guardians should make their request for an impartial due process hearing in writing. The request should include:

1) The name of the student and the school the student attends;
2) The request for a hearing;
3) The point(s) of disagreement;
4) The parent(s) recommendation for solving the disagreement.

The letter requesting the hearing should be mailed to:

Francisco D. Sanchez, Jr.
District Superintendent
Albuquerque Public Schools
724 Maple S.E.
Albuquerque, N.M. 87106

Parent(s) should be present at the hearing. They can bring people to the hearing who can help represent the child's interests, such as legal counsel or other persons who can provide educational, medical, diagnostic, or other information about the child. If the parent(s) or guardian wish, APS can supply a list of individuals who may be of assistance to parents (See the section **"WHOM DO I CALL?"**).

Parents are entitled to a written transcript and/or tape recording of the hearing. The findings and recommendations of the hearing officer will be sent in writing by certified mail to the parent(s) or guardian, the school district superintendent, and to their legal counsel within 20 days of the hearing. The decisions of the hearing officer are final unless parent(s) or the school appeal.

ADMINISTRATIVE APPEAL

If parents or the school disagree with the outcome of the due process hearing, they have the right to ask the New Mexico State Department of Education to review the hearing process. Decisions rendered in the impartial due process hearing are final subject only to the appropriate judicial appeal.

Why are Special Education programs being provided?

It is the intention of the Albuquerque Public Schools to provide the best education possible for all of its students.

The Public School Code of New Mexico (Section 77-10-2 NMSA, 1953 as amended) states that local school districts in New Mexico shall provide services to *all* exceptional children within the district. It is now federal law that all handicapped students of school age must be provided a free, appropriate public education by all school districts across the nation. Albuquerque Public Schools intends to comply with state and federal law in providing programs and services.

Whom do I call if I need more information?

ALBUQUERQUE PUBLIC SCHOOLS

Director of Special Education
Clare W. Hummel
724 Maple S.E.
Albuquerque, NM 87106
842-3741

Assistant Directors of Special Education
Jo Thomason
Ron Williams
724 Maple S.E.
Albuquerque, NM 87106
842-3741

District Diagnostic Center
2700 Arizona N.E.
Albuquerque, NM 87110
883-9116

East Area Office
Special Education Department
2611 Eubank N.E.
Albuquerque, NM 87112
298-6752

North Area Office
Special Education Department
120 Woodland Ave. N.W.
Albuquerque, NM 87107
345-7183

South Area Office
Special Education Department
601 Fourth Street S.W.
Albuquerque, NM 87102
243-1301

504 Compliance Officer
724 Maple S.E.
Albuquerque, NM 87106
842-3741

District Coordinator, Gifted Programs
724 Maple S.E.
Albuquerque, NM 87106
842-3741

NEW MEXICO STATE DEPARTMENT OF EDUCATION

Director, Division of Special Education
Elie Gutierrez
State Department of Education
Santa Fe, NM 87501
827-2793

Prior to contacting these persons, it is suggested that parent(s) discuss concerns or suggestions with the student's teacher(s) and/or principal.

ALBUQUERQUE PUBLIC SCHOOLS
SPECIAL EDUCATION DEPARTMENT

NOTIFICATION OF REFERRAL

Date:_____

Dear_____:

_____has been referred

_____for individual testing and evaluation.

The reason(s) for this referral are:

Reading	_____	Handwriting	_____	Motor Function	_____	Superior Ability	_____
Math	_____	Behavior	_____	Vision	_____		
Spelling	_____	Language	_____	Hearing	_____		
Reevaluation	_____	Speech	_____	Health	_____		

Other_____

This evaluation will assist us in planning an effective educational program for your child. The diagnostician or therapist will be contacting you for an appointment. When you meet with the diagnostician or therapist, you will discuss the tests that will be administered. You will be asked to sign permission for the evaluation.

Because of the number of students referred for diagnostic services, there may be a delay from the time you receive this notification until the time you are contacted by the diagnostician or therapist. If you have any additional concerns regarding your child prior to the evaluation, please let us know. We appreciate your efforts in working with us to develop an effective program for your child.

_____ _____

Principal's Signature School

Parent Copy - white School Copy - yellow Area Office Copy - pink SE-12

ALBUQUERQUE PUBLIC SCHOOLS
SPECIAL EDUCATION DEPARTMENT

NOTICE TO PARENTS

EDUCATIONAL APPRAISAL AND REVIEW MEETING

Date:_____

Dear _____:

An Educational Appraisal and Review (E.A.&R.) Committee meeting is scheduled to discuss the special education program for_____,
Student Name

_____,_____.
Student Number Date of Birth

School staff who work with the student, and_____,
Special Education Coordinator, will be attending. We hope you will come to this important meeting so that we can work together to plan an educational program which will meet your child's needs.

Please call_____at_____, or return this form to me
Name Phone Number
to verify whether or not you can attend this meeting. If you are not able to attend at this time, we will attempt to reschedule.

This meeting is scheduled for:

Date:_____ I will be able to attend._____

Time:_____ I will not be able to attend._____

Place:_____

_____
Parent of Legal Guardian

_____
Date

Sincerely,

_____ _____
Signature (Principal, Teacher, Coordinator) Date

Parent Copy - white School Copy - yellow Area Copy - pink SE-17

ALBUQUERQUE PUBLIC SCHOOLS
SPECIAL EDUCATION DEPARTMENT

N O T I C E T O P A R E N T S

INDIVIDUALIZED EDUCATIONAL PROGRAM MEETING

DATE:_____

DEAR_____:

An Individualized Education Program (I.E.P.) meeting is scheduled to discuss the individual education plan meeting for_____,
Student Name

_____, _____.
Student Number Date of Birth

School staff who work with the student will be attending the meeting. We hope you will come to this important meeting so that we can work together to plan an educational program that will meet your child's individual needs.

This meeting is scheduled for:

Date:_____ I will be able to attend._____

Time:_____ I will not be able to attend._____

Place:_____

_____
Parent or Legal Guardia

_____
Date

Sincerely,

_____ _____
Signature (Principal, Teacher, Coordinator Date

151

SE-16

Parent Copy - white School Copy - yellow Area Copy - pink

AGENDA

SECOND PARENT TRANSITION MEETING

Meeting time - 1½ hours

Topics	Time
Welcome and Meeting Overview	5 Minutes
Review of Parent Response Sheet - Meeting 1	5 Minutes
Parent Involvement in the EA&R and IEP Meetings: A Media or Role-Playing Presentation	20 Minutes
Break for Refreshments and Socializing	15 Minutes
Developing Your Child's IEP	10 Minutes
A Parent's Perspective on the EA&R and IEP Meetings	10 Minutes
Developing a Goal List for Your Child	10 Minutes
School Observation - What to Look For	5 Minutes
Parent Response Sheet	5 Minutes

QUESTIONS PARENTS ASK ABOUT THE INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP) PROCESS

The development of an individualized education program designed to meet the special needs of each handicapped child is a crucial step in assuring that your child has the opportunity to develop to his or her fullest potential. Below are answers to questions that parents often ask about the IEP process.

The EA&R (Educational Appraisal and Review) Committee will decide if your child is eligible for special education services and will recommend placement. General goals for your child will be developed at the EA&R Committee meeting.

If your child is eligible for special education services, an individualized educational program will be written within 30 days of the time your child begins class.

WHAT IS AN IEP?

*IEP means Individualized Educational Program.

*The IEP is especially designed to meet the educational and related services needs of your child.

*Every child is evaluated before the EA&R and IEP meetings, and this assessment, or test, information is used by the teacher to help decide your child's educational needs.

*For example - Evaluation results may show that your child has a communication disorder. Therefore the EA&R Committee may decide that your child's educational need is for stimulation of language development in a special education classroom, with the related service of speech therapy. Later, when the IEP is written specific plans for stimulating language development will be outlined.

WHEN WILL THE IEP BE WRITTEN?

*A special meeting will be held to write your child's IEP. The school district will send you a letter notifying you of this meeting and inviting you to attend.

*The IEP meeting will be held within 30 days of the time your child begins school.

WHO DEVELOPS THE IEP?

*Your child's special education teacher will usually coordinate the development of the IEP.

*As a parent, you are an important part of the IEP process. Your input and suggestions should be part of the IEP development.

*In addition to the teacher and parent(s), another member of the child's support staff will be present to assist in writing the IEP.

WHAT ITEMS MUST BE INCLUDED IN THE IEP?

*An IEP must outline your child's present educational functioning and must describe your child's overall educational needs.

*An IEP must contain both yearly goals and short-term instructional objectives, as well as criteria for determining when the goals and objectives have been met.

*An IEP must also list all necessary related services which your child needs to meet his or her goals and objectives.

*Dates for beginning special education services and projecting how long they should continue must be included in the IEP.

*The IEP must also list the educational placement for your child.

WHAT IS AN EDUCATIONAL GOAL?

*An educational goal is a broad statement of the skills your child will be taught

*It is usually written as an annual goal, that is, a goal to be met by the end of the year.

*For example - Johnny will spoon feed himself.

WHAT IS A SHORT TERM EDUCATIONAL OBJECTIVE?

*Short term objectives are steps between your child's present skill level and his or her annual goals.

*Short term objectives are steps that have to be met in order to achieve the annual goal.

*Short term objectives build upon each other.

*For example - Johnny will hold the spoon. Johnny will scoop food into the spoon. Johnny will bring the spoon to his mouth. Johnny will remove food from the spoon with his lips. Johnny will return the spoon to the bowl.

*Objectives are specific and include criteria for determining when the objective has been met.

WHAT ARE CRITERIA?

*Criteria are the standards we use to measure if progress has been made.

*For example - Johnny will walk 3 steps without assistance.

WHAT FACTORS SHOULD BE CONSIDERED WHEN SETTING EDUCATIONAL GOALS FOR YOUR CHILD?

*Your child's handicapping condition.

*Your child's strengths and weaknesses.

*Your child's present skill level.

*Your child's past rate of learning.

We have included a booklet called "Setting Goals for Your Child" in your notebook. You may find it helpful when thinking of your child's educational needs.

WHAT IF A PARENT DOES NOT AGREE WITH THE IEP DEVELOPED DURING THE MEETING?

*If you do not agree with the IEP, do not sign it.

*Try to work out the problem in an informal way first. If you cannot find an answer, then request an impartial hearing.

*Under state and federal law you have a right to an impartial due process hearing to protest the IEP and to present your disagreements. For more information about due process hearings, read the handout by the Protection and Advocacy System for New Mexicans with Developmental Disabilities included in this notebook.

Each school district uses its own forms for the IEP meeting. We have included copies of the forms your district uses in your Parent Notebook. The district personnel will complete these forms at the IEP meeting and you will be asked to sign the forms and to indicate whether or not you agree with the results of the IEP meeting. Be sure that you receive a copy of these forms for your records. The school district officials will be happy to provide you with a copy.

NOTES:

A COMPARISON OF THE ESPERANZA IPP WITH THE PUBLIC SCHOOL IEP

As a parent who has been participating in the Esperanza program, you have become familiar with our program plan for your child which we call an Individual Program Plan. You probably know this plan as your child's yearly evaluation and goals. As you prepare to participate in your child's special education program, it may be helpful for you to know how our IPP differs from the IEP which you will help the school system develop.

HOW DO OUR YEARLY EVALUATION AND GOALS (IPP) DIFFER FROM THE SCHOOL SYSTEMS' IEP?

*At Esperanza goals are formally reviewed every six months by the teacher and the parent(s).

*An IEP is reviewed at least annually by the EA&R Committee. The Committee looks at child progress, reviews the appropriateness of the child's placement, decides what related services are needed, set's new annual goals and objectives, and decides if additional evaluations are needed.

*A yearly review is also held at Esperanza and consists of the child's parent(s), teacher, aide, therapists, and counselor.

WHAT ARE THE SIMILARITIES BETWEEN AN IEP AND THE ESPERANZA IPP?

*Both are a plan for meeting your child's individual needs.

*Both can be revised as needed.

*As a parent, you have a role in developing both.

*Both contain:

individual educational goals,

short term objectives,

and persons responsible for implementing the plan.

*In addition:

all members of the IEP committee sign the IEP,

all members of the Esperanza team sign the IPP,

and parents are provided with a copy of both the IEP and IPP.

RELATED SERVICES

One aspect of New Mexico state and federal laws which confuses many parents is the requirement that school districts provide necessary "related services" to handicapped children. What exactly are related services and how do you know if your child is entitled to receive them?

Related services are an important aspect of your child's total educational programming. Related services are evaluative, supportive, developmental, or corrective services which are not considered instructional services, but which may be required in order for a child to meet the goals in his or her individualized educational plan. The related services which your child needs will be determined at the EA&R and IEP meetings. If you feel your child needs any of the following services, be sure to request them at the EA&R meeting. The other committee members will work with you to determine if these services are necessary. If you feel any of these services become necessary at a later time, you may request another EA&R meeting to consider adding them to your child's educational program.

1. Special Transportation
2. Speech Pathology Services
3. Audiological Services
4. Psychological Services
5. Physical Therapy
6. Occupational Therapy
7. Recreational Therapy
8. Medical and Psychiatric Diagnostic Services

9. Counseling Services
10. Orientation and Mobility Training
11. Social Work Services
12. Adaptive Equipment
13. Visual Training
14. School Health Services

Remember that related services are sometimes a "grey area" where it may be hard to determine exactly what services are needed and how often they should be provided. Speak up at your child's EA&R meeting so that the school district will be aware of which related services you feel your child needs.

NOTES:

SCHOOL OBSERVATION - WHAT TO LOOK FOR

As a parent of a very young handicapped child about to enter school for the first time, you are naturally interested in learning more about the program your child will enter. Whether your child will attend a public school early childhood program or a private nursery school with a program for handicapped children, you may plan to visit and observe a "typical" day before enrolling your child.

Most programs and schools enthusiastically encourage parents to visit and talk with school staff. Since you will want to talk with the teacher, it's always a good idea to call the school first and set up an appointment for your visit. This precaution will insure that your visit will occur at a time when the teacher has time to answer your questions.

Sometimes it's hard to remember everything you have observed and all the questions you would like to discuss with school staff. The following checklist developed by a Project Transition parent and a staff member may help you organize your thoughts and questions as you visit and observe school programs. There are no "right" answers to these questions. The correct answer for you will depend on your values and ideas.

We have provided a space after each question for you to make notes about your observations or write any questions of your own that you would like to discuss with school staff.

PARENT OBSERVATION SHEET - EARLY CHILDHOOD PROGRAMS

I. Staff

1. What is the ratio of adults to students? (How many teachers and aides work with how many students?)

2. Are the teachers and aides warm in their behavior with the children? (Do you see hugs, touches, smiles, or other behaviors that you feel demonstrate warmth and caring?)

3. Is the teacher open to communication? Does he or she welcome parents to visit and talk?

II. Physical Environment

1. Is the classroom big enough for the number of children present?

2. Can the classroom and facilities be adapted to meet the physical needs of your child? (For instance, if your child is in a wheelchair, are the classroom and materials accessible?)

3. Is the classroom bright and cheerful? Does it look like a place children want to be?

4. If your child has a special learning need, can part of the classroom be adapted to that need? (For instance, if your child is highly distractable, can a corner of the room be made a "quiet place" with less stimulation?

III. Teaching Techniques

1. How much time do students spend working individually with teachers and aides? How much time is spent working in groups?

2. How much time do students spend "waiting" while teachers and aides work with other children? How does the teacher handle this time? If appropriate to their developmental levels, are children encouraged to work independently with materials?

3. Does the teacher have a lesson plan for each day? Will she or he explain the plan to you?

IV. Classroom Organization/Discipline

1. Do the children seem aware of classroom rules and individual limits? Can the teacher explain the classroom rules to you?

2. How consistently do these rules seem to be enforcrd?

3. What kinds of behavior seem to get the most attention from the teachers and other staff?

4. What techniques do teachers and aides use to discipline children?

5. What happens when a child misbehaves? How often do teachers and aides bring up problem behaviors?

6. How do teachers and aides handle disagreements between children?

NOTES:

SAMPLE EA&R AND IEP FORMS USED
BY LOCAL SCHOOL DISTRICTS

ALBUQUERQUE PUBLIC SCHOOLS

SPECIAL EDUCATION
INDIVIDUALIZED EDUCATION PROGRAM
TOTAL SERVICE PLAN

NAME:_____ DATE OF BIRTH:_____

STUDENT NUMBER:_____ SCHOOL:_____

IN EFFECT:_____ to_____ REVIEW DATE(S):_____

SUMMARY OF PRESENT LEVEL(S) OF PERFORMANCE:

AREA:_____ AREA:_____

AREA:_____ AREA:_____

AREA:_____ AREA:_____

PRE-WRAT: (date)_____

R:_____S:_____A:_____

POST-WRAT: (date)_____

R:_____S:_____A:_____

RECOMMENDED SERVICES:	HOURS PER DAY OR WEEK:	PROVIDED BY:	POSITION:
Level Special Education:			
Grade Regular Education:			
Type Physical Education:			
Related Service:			
Related Service:			
Related Service:			
Related Service:			
Special Transportation:	Yes ☐	No ☐	

IEP TEAM PARTICIPANTS:	AGREEMENT WITH IEP		DATE
	YES	NO	
Teacher			
Teacher			
Parent			
School Representative			
Diagnostician/Coordinator			
Student/Other			

COMMENTS:

Date(s) parents contacted to participate:
(If not present at I.E.P. meeting)

WRITTEN:_____

TELEPHONE:_____

IN PERSON:_____

Area Office Copy - white School Copy - yellow Parent Copy - pink

ALBUQUERQUE PUBLIC SCHOOLS

INDIVIDUALIZED EDUCATION PROGRAM
IMPLEMENTATION PLAN

Name: _____ School: _____ Implementor: _____

Long Term Goal: _____

_____

Initiated	Short Term Objectives/Criteria	Methods/ Materials	Date & Method of Evaluation	Comments/Summary

Area Office Copy - white School Copy - yellow Parent Copy - pink

AGENDA

THIRD PARENT TRANSITION MEETING

Meeting Time - 1½ hours

TOPICS	TIME
Welcome and Introduction of Speaker	10 Minutes
Review of Parent Response Sheet - Meeting 2	5 Minutes
Legal Rights and Responsibilities as Parents of Handicapped Children in New Mexico	25 Minutes
Break for Refreshments and Socializing	15 Minutes
Legal Rights and Responsibilities as Parents of Handicapped Children in New Mexico (continued)	30 Minutes
Parent Response Sheet	5 Minutes

STATE PROTECTION AND ADVOCACY AGENCIES

The "Developmental Disabilities Assistance and Bill of Rights Acts" is an important piece of legislation for developmentally disabled persons and their families. Under this federal law, each state is provided with funds to establish a statewide advocacy and protection system to assure that developmentally disabled persons receive appropriate treatment and habilitation and that their legal and human rights are protected.

The term "developmental disability" is defined by this legislation as a severe, chronic disability which:

A. is attributable to a mental or physical impairment or combination of mental and physical impairments; and

B. is manifested before the person attains age twenty-two; and

C. is likely to continue indefinitely; and

D. results in substantial functional limitations in three or more of the following areas of major life activity: (i) self-care, (ii) receptive and expressive language, (iii) learning, (iv) mobility, (v) self-direction, (vi) capacity for independent living, and (vii) economic sufficiency; and

E. reflects the person's need for a combination and sequence of special interdisciplinary, or generic care, treatment, or other services which are of lifelong or extended duration and are individually planned and coordinated.

The statewide advocacy and protection agencies funded by this federal legislation are completely independent from the service delivery system in each state so that they may provide assistance to developmentally disabled persons without concern over possible conflicts of interest.

The organization of these advocacy agencies varies from state to state, although most agencies do have attorneys on staff. If you would like more information about your child's legal rights to education and treatment, or if you feel your child is not receiving appropriate services as required by law, you may wish to contact the advocacy agency in your state.

If you live in Texas, we have provided some information distributed by Advocacy, Inc. in Austin. Advocacy, Inc. has an excellent publication available free of charge to parents of developmentally disabled children, Parent Manual: Education for Your Handicapped Child.

If you live in another state the following is a list of the statewide advocacy and protection agencies funded under the "Developmental Disabilities Assistance and Bill of Rights Act."

NOTES:

AGENDA

FOURTH PARENT TRANSITION MEETING

Meeting Time - 1½ hours

Topics	Time
Welcome and Meeting Overview	5 Minutes
Review of Parent Response Sheet - Meeting 3	5 Minutes
Parents' Expectations as Young Children Enter School for the First Time	10 Minutes
Parent - Teacher Communication	20 Minutes
School District Organization - What to Do When a Problem Occurs	10 Minutes
Break for Refreshments and Socializing	15 Minutes
Parent Support Groups	15 Minutes
Response from Parents	10 Minutes

BETWEEN PARENT AND SCHOOL

One of the most accepted beliefs in early childhood education is that parents and teachers are natural partners when it comes to teaching very young children. Yet, parents and teachers are often unsure about how to establish this partnership. Teachers may hesitate to get parents involved for fear of seeming to ask too much, and parents may hesitate to take an active role for fear of appearing pushy or demanding.

With the advent of Public Law 94-142 and its mandate for parent involvement in the education of their young handicapped children, many teacher education programs and school districts have begun to focus on training teachers to work with parents. A number of materials have been developed to inform parents of their rights under P.L. 94-142 to become active participants in the education of their children. Yet, very little has been developed to assist parents in learning to communicate with teachers and other school officials. Project Transition would like to help you learn (or remember) some useful tips on establishing good communication with your child's school.

Almost all of us went to school at some time or another. When we first began school, the school principal and our teachers were authority figures whom we often held in respect and awe. As we progressed through school, we began to learn more about functions of school personnel. But for many of us, school officials remained slightly mysterious figures of authority.

As students, we were used to "butterflies" in our stomachs at the thought of a visit to the principal's office. As parents, we must recognize these possible feelings leftover from our own childhood and learn to become advocates for our handicapped children. Once we learn about the role and duties of the school principal, we can communicate with him or her as equals. "Leftover" attitudes toward school can also be a problem for those parents who experienced problems when they were students. Such old negative feelings can cause parents to overreact to situations with their childrens' teachers.

The first step in establishing good communication with staff at your child's school might begin with an examination of your feelings towards school and school personnel. Recognize any anxieties you may feel as a result of your own experiences. You may want to remind yourself that whatever happened in the past, you are now on the same "side" as the principal and teachers. Both of you want what is best for your child, and you are now equals working toward that goal.

Learning the role of each school official may help you become a successful advocate for your child. Once you know what each person can and cannot do, you will be in a better position to assist your child. There is no point in asking a school staff member to do something that he or she is not empowered to do. Approaching the right person in the first place can save numerous misunderstandings.

The following article has several suggestions on establishing and maintaining good communication with your child's teacher. Remember - never underestimate the power of parents to have a real impact on

their children's school systems.

NOTES:

PROJECT TRANSITION REGISTRATION REMINDER

CHILD'S NAME: _____

ADDRESS: _____

_____

HOME PHONE: _____

SCHOOL: _____

ADDRESS: _____

_____

PHONE: _____

REGISTRATION DATES: _____

_____

TIMES: _____

_____

WHAT TO BRING: _____

_____

_____

_____

_____

IMMUNIZATION RECORDS

Your child must have a complete immunization (or shot) record before she or he can be enrolled in public school classes. For children who are entering public school, New Mexico law requires that these records include:

DPT Series	This series consists of three shots. The records should show that all three shots have been given. Children who have had their fourth birthdays must have a booster as well.
Polio Series	The polio series also consists of three vaccinations, although most children are now given the doses in sugar cubes rather than in shots. Children who have had their fourth birthdays need a booster in this series also.
MR (Measles & Rubella)	This vaccination consists of one shot only. If your child was given this shot before one year of age, he or she must have another one as children sometimes lose their immunity when the shot is given earlier.

The schools require that immunization records be provided on a clinic, hospital, or doctor's office form, with a doctor's signature. A list of dates with no doctor's signature is not acceptable.

If you have any problem locating these records, or if your child does not have his or her immunizations completed, the schools should be able to refer you to a public health clinic where immunizations are available free of charge. Of course, you may prefer to take your child to your family doctor.

New Mexico Health and Environment Department
Health Services Division

GUIDELINES FOR IMMUNIZATION OF SCHOOLCHILDREN IN NEW MEXICO

February 1982

According to New Mexico's school immunization law, the HED Health Services Division has the responsibility of promulgating schedules which define immunization requirements for schoolchildren.

In the past, the use of several schedules has resulted in some confusion. This schedule is the single document needed to determine if a schoolchild needs any doses of vaccine, and if so, according to what schedule these doses should be given. The latter is important since it defines "in process" status; in other words, a child who needs two doses of a vaccine in order to be complete can usually receive the first dose now, but the second dose would be given several months later. If the second dose is not administered within the designated time-frame, the child has fallen out of compliance and corrective steps must be taken.

Use of the Schedule: To use this schedule, two facts must be known: the age of the child and the number of doses of the particular vaccine which have already been adminstered.

VACCINE	AGE OF CHILD	NO. OF DOSES GIVEN IN THE PAST	NO. OF DOSES STILL NEEDED	SCHEDULE OF IMMUNIZATION
DPT	3 - 6 yrs. (up to 7th birthday)	0	4	Now, 2 mo. later, 7 mo. later, 6-12 mo. later or preschool, and*
		1	3	Now**, 2 mo. later, 6-12 mo. later or preschool, and*
		2	2	Now**, 6-12 mo. later or preschool, and*
		3	1	6-12 mo. after last dose or preschool, and*
		4+	0†	*
Td	7+ yrs. (7th birthday and older)	0	3	Now, 1-2 mo. later, 6-12 mo. later, and***
		1	2	Now**, 6-12 mo. later, and***
		2	1	6-12 mo. after last dose (in some cases this means now), and***
		3+	0	Td booster every 10 years after last dose
POLIO (TOPV)	3-6 yrs. (up to 7th birthday)	0	3	Now, 2 mo. later, 6-12 mo later or preschool
		1	2	Now**, 6-12 mo. later or preschool
		2	1	6-12 mo. after last dose (in some cases this means now) or preschool
		3+	0	
POLIO (TOPV)	7-17 yrs. (7th birthday up to 18th)	0	3	Now, 2 mo. later, 6-12 mo. later
		1	2	Now**, 6-12 mo. later
		2	1	6-12 mo. after last dose (in some cases this means now)
		3+	0	
MEASLES	15 months through high school	0	1	Now
		1	0	EXCEPTION: If any of the following apply, a re-vaccination is required: 1) Immunized before 12 mos. of age 2) If immunized before 1968****
RUBELLA	15 mo.-11 yrs. (up to 12th birthday)	0	1	Now
		1	0	
	12+ yrs.††			

* *Td at age 14-16 years old and every 10 years thereafter*
** *This dose must be given at least 2 months after the last dose.*
*** *Td booster every 10 years after receiving the 3rd dose.*
**** *Specific guidelines for re-vaccination are available from Communicable Disease Epidemiology and Control at 827-3201.*

† *At least 1 dose must be given after the 4th birthday; if not, an additional dose must be given after the 4th birthday.*
†† *Rubella vaccine is recommended for both females and males after their 12th birthday but is not required.*

LEARNING MORE ABOUT DISABILITIES: KNOWLEDGE IS STRENGTH AND POWER

Just as parent support and advocacy groups provide strength in numbers for parents who want to make changes to benefit their children, parents have another source of power and strength - information. The more you are able to learn about disabilities and the way our society deals with disabled persons, the better prepared you will be to dispel the myths and misunderstandings that can prevent children with handicaps from assuming their rightful places in society.

Our best weapon to combat these harmful myths is one simple fact. All children are human beings first: and, as such, they all (regardless of handicaps or disabilities) share inalienable qualities that make them more alike than different and entitle them to full human dignity and a respected place in our society. Until we are convinced that our children are children first and their handicapping condition is secondary to their other qualities, we will have a hard time convincing others to see the whole child rather than to focus on just the disability.

One way you as a parent can help change societal attitudes is to be sure you are careful with the language you use when speaking (and even thinking) about your child. The words we use in describing our children are important cues to the way we think about them and the way we want others to think about them. Don't stereotype your child and refuse to let professionals do so.

You can gently, but firmly, educate those professionals who may refer to your child in dehumanizing or "labeling" terms that see only

the handicap or disability. Remind them that your child is a child first and foremost.

The following article reprinted from a CLOSER LOOK publication contains useful information and references which will help you learn more and teach others about handicaps or disabilities and how they affect the lives of children.

REMEMBER THAT YOU AS A PARENT CAN BECOME STRONG AND POWERFUL THROUGH KNOWLEDGE.

MENTAL HEALTH MENTAL RETARDATION AUTHORITY OF HARRIS COUNTY

Mental Retardation Services

INFANT PROGRAMS CURRICULUM BASELINE

7/79

NAME OF CHILD: _____

CASE# _____ D.O.B.: _____ AGE: _____

DATE OF BASELINE: _____

NAME OF EXAMINER: _____

PARENTS NAMES AND ADDRESS : _____

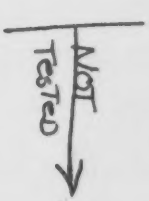
_____

_____

_____

C O M M E N T S:

Scoring Key:
- ✓ = child does behavior
- — = child does not do behavior
- E = emergent behavior
- NM = no material for testing
- R with any other symbol = by report
- \ = not a baseline item



Draws a line under last item tried and an arrow with words not tested. Arrows showed continue through all the remaining items in the area

 Name _____ Case # _____

GROSS MOTOR

Age Level	Step-Sheet#	Behavior		Entry Behavior	Date Achieved
0-3	1*	Turns head 180° lying on stomach	Left		
			Right		
0-3	2*	Turns head 180° lying on back	Left		
			Right		
0-3	3*	Lefts head 45° for 5 seconds, lying on stomach			
0-3	4*	Props on forearms - 1 minute			
4-6	3*	Lifts head 90° for 1 minute, lying on stomach			
4-6	5*	Turns head to midline-maintains 1 minute, lying on back			
4-6	6*	Reaches for & holds objects-propped on forearms	Left		
			Right		
4-6	7	Holds head erect when tilted in any direction	Left		
			Right		
4-6	8*	Lifts & holds head erect in supported sitting - 1 minute			
4-6	9*	Turns head 180° in supported sitting	Left		
			Right		
4-6	10*	Leads with head when pulled to sitting			
4-6	11	Sits erect in adult chair - 3 minutes			
4-6	12	Props on extended arms - 20 seconds			
4-6	13*	Rolls from stomach to back	Left		
			Right		
4-6	14*	Rolls from back to stomach	Left		
			Right		
4-6	15*	Stands with support at chest-30 seconds			
7-9	16*	Pivots on stomach 90°	Left		
			Right		
7-9	17*	Sits independently-arms free-1 minute			

* - Baseline Item

 Name _____ Case # _____

GROSS MOTOR

Age Level	Step-Sheet#	Behavior		Entry Behavior	Date Achieved
7-9	18	Leans forward & re-erects in sitting			
7-9	19	Assumes all 4's position			
7-9	20*	Maintains all 4's position-30 seconds			
7-9	21	Rocks in all 4's position-3 times			
7-9	22	Reaches for & holds objects in all 4's position	Left		
			Right		
7-9	23	Creeps on stomach - 5 feet			
7-9	24	Moves from sitting to stomach			
7-9	25	Pulls to kneeling			
7-9	26*	Pulls to standing			
7-9	27*	Moves from all 4's to sitting			
7-9	27a	Moves from back to sitting			
7-9	28*	Crawls on all 4's - 5 feet			
7-9	29	Lowers self from supported standing to sitting			
10-12	30	Stands holding furniture with one hand			
10-12	15*	Stands holding one hand	Left		
			Right		
10-12	31	Pivots in sitting 180°	Left		
			Right		
10-12	32*	Cruises 5 steps & around corner	Left		
			Right		
10-12	33	Walks holding one hand-15 steps			
10-12	34	Rolls a ball - 3 feet			
13-15	35*	Stands alone-30 seconds			
13-15	36	Kneels without support-15 seconds			
13-15	37	Assumes standing			

* = Baseline Item

 Name _____ Case # _____

GROSS MOTOR

Age Level	Step-Sheet#	Behavior	Entry Behavior	Date Achieved
13-15	38*	Walks independantly-15 feet - changes direction		
13-15	39	Stoops to pick up toy from floor & re-erects		
13-15	40*	Rides a riding toy, no pedals- 6 feet		
13-15	41	Crawls up 4 steps		
16-18	42*	Throws a small ball-4 feet - no direction		
16-18	43*	Throws a large ball-3 feet - no direction		
16-18	44	Seats self in a small chair		
16-18	45*	Climbs into adult furniture		
16-18	46	Gets down from adult furniture		
16-18	47	Gets on riding toy-no pedals		
16-18	48	Gets off riding toy-no pedals		
16-18	49*	Walks up 4 steps holding one hand		
18-21	49	Walks up 4 steps holding a rail		
18-21	50	Crawls down 4 steps-backwards		
18-21	51*	Kicks a ball		
18-21	52	Walks backward-5 steps		
18-21	53*	Walks down 4 steps holding one hand		
22-24	53	Walks down 4 steps holding a rail		
22-24	54	Throws a small ball 3 feet into a container		
22-24	54*	Throws a large ball 3 feet into a container		
22-24	55	Runs 10 steps		
25-27	56*	Walks up 4 steps alone-marking time		
25-27	57	Steps onto & stands on 6" wide balance board		
25-27	58*	Jumps with both feet		
28-30	59	Jumps from 6" step with both feet		
28-30	60	Walks up 4 steps alone-alternating feet		

* - Baseline Item

Name _____ Case # _____

GROSS MOTOR

Age Level	Step-Sheet#	Behavior	Entry Behavior	Date Achieved
34-36	61*	Walks down 4 steps alone-marking time		
34-36	62*	Stands on one foot-2 seconds Left		
		Right		
34-36	63*	Rides a tricycle-8 feet		
34-36	64	Gets on tricycle		
34-36	65	Gets off tricycle		
36+	66	Walks 6" wide balance board		
36+	67	Jumps 8" on floor		
36+	68*	Catches a ball		
36+	69	Walks a 3" wide line-6 feet		
36+	70	Walks down 4 steps alone-alternating feet		
36+	71	Hops on one foot-3 times		

* - Baseline Item

Name_____ Case #_____

FINE MOTOR

Step-Sheet#	Behavior		Entry Behavior	Date Achieved
1*	Holds object for 5 seconds	Left		
		Right		
2*	Holds object & looks at it	Left		
		Right		
3*	Brings hands together at midline			
4*	Reaches & grasps at midline	Left		
		Right		
5*	Reaches & grasps stationary object	Left		
		Right		
6*	Reaches & grasps toy across midline	Left		
		Right		
7	Grasps dangling toy	Left		
		Right		
8*	Transfers toy from one hand to other	Left		
		Right		
9*	Picks up tiny object	Left		
		Right		
10*	Grasps & holds 2nd object			
11	Uses radial palmer grasp	Left		
		Right		
12	Uses 5 finger grasp	Left		
		Right		
13*	Uses 3 jaw chuck grasp	Left		
		Right		
14*	Pokes object with one finger	Left		
		Right		

* = Baseline Item

 Name_____ Case#_____

FINE MOTOR

Age Level	Step-Sheet#	Behavior	Entry Behavior	Date Achieved
10-12	15*	Uses pincer grasp Left		
		Right		
10-12	16	Dangles a toy for 5 seconds		
10-12	17*	Takes out - nesting toys		
13-15	18*	Takes lid off-non-screw		
13-15	19	Retains 2 objects in one hand		
13-15	20	Puts in - nesting toys		
13-15	21*	Stacks 2 blocks		
13-15	22	Puts lids on - non - screw		
16-18	23*	Scribbles with crayon		
16-18	24*	Turns 2-3 pages at a time		
16-18	25	Moves 5 balls over wire arc		
19-21	26	Imitates a vertical line in finger paint		
22-24	27	Imitates a horizontal line in finger paint		
22-24	45	Imitates a circle in finger paint		
22-24	28	Imitates a diagonal line in finger paint		
22-24	29	Imitates a V-stroke in finger paint		
22-24	30*	Imitates a vertical line with crayon		
22-24	31*	Folds paper in imitation		
22-24	32*	Stacks 6 blocks		
22-24	33*	Unscrews jar lid		
22-24	34	Unscrews nuts & bolts		
22-24	35	Threads button		
22-24	36*	Turns pages one at a time		
22-24	37*	Strings 3 chunky nut beads		
25-27	38*	Imitates a horizontal line with crayon		

 Name_____ Case # _____

FINE MOTOR

Age Level	Step-Sheet#	Behavior	Entry Behavior	Date Achieved
25-27	39*	Imitates a diagonal line with crayon		
25-27	49*	Imitates a circle with crayon		
25-27	40*	Imitates a V-stroke with crayon		
25-27	41*	Pulls pop beads apart		
25-27	42	Pulls playdough using 2 hands	\	
28-30	43	Rolls playdough into snake	\	
28-30	44	Rolls playdough into ball	\	
28-30	46	Strings 3 large beads	\	
28-30	47	Builds a train in imitation	\	
28-30	48*	Cuts with scissors - snips		
31-33	50	Puts 4 pop beads together	\	
34-36	51	Builds a bridge in imitation	\	
34-36	52*	Strings three ½" beads		
34-36	53	Imitates a vertical line with paint brush	\	
34-36	54	Imitates a horizontal line with paint brush	\	
34-36	55	Imitates a diagonal line with paint brush	\	
34-36	56	Imitates a V-stroke with paint brush	\	
34-36	57	Imitates a circle with paint brush	\	
36+	58	Cuts with scissor-across paper	\	
36+	59*	Screws jar lid on		
36+	60	Screws nut on bolt	\	
36+	61	Strings 3 macaroni beads	\	

* = Baseline Item

Page 1 Name_____ Case # _____

COGNITIVE

Age Level	Step-Sheet #	Behavior	Entry Behavior	Date Achieved
0-3	28*	Follows objects with eyes-horizontal motion in supine		
0-3	29*	Follows object with eyes-vertical motion in supine		
4-6	30*	Follows object with eyes horizontal motion in sitting		
4-6	3*	Uncovers own face		
4-6	1*	Follows object with eyes-vertical motion in sitting		
4-6	2*	Looks and reaches		
4-6	53	Uses a towel to get object at other end	\	
4-6	7	Finds dropped object with eyes	\	
4-6	8	Uncovers other's face	\	
7-9	31	Obtains object by string-horizontally	\	
7-9	33*	Shakes a rattle		
7-9	37*	Pulls a toy		
7-9	34	Rings a bell	\	
7-9	36	Bats suction toy	\	
10-12	38	Plays peanuts piano	\	
10-12	52	Obtains object from behind clear screen	\	
10-12	14	Unwraps a cube	\	
10-12	4*	Finds covered object		
10-12	15	Pushes chime toy	\	
10-12	45*	Obtains third object-handed to child		
10-12	32	Obtains object by string-vertically	\	
10-12	54	Obtains object- 3 screens-hidden while child is watching	\	
10-12	35*	Squeaks toy		
10-12	17	Rings call bell	\	
10-12	46*	Pushes toy car or train		
10-12	5*	Takes 3 blocks out of cup		

* = Baseline Item

Name _____ Case # _____

COGNITIVE

Age Level	Step-Sheet#	Behavior	Entry Behavior	Date Achieved
10-12	6*	Puts 3 blocks in cup		
10-12	18	Obtains object-3 superimposed screens-hidden while child watching	✓	
10-12	44	Obtains third object by picking it up	✓	
13-15	19	Does surprise box slide bar	✓	
13-15	20	Does surprise box Hi-Lo knob	✓	
13-15	43	Gets adult to operate toy	✓	
13-15	47*	Puts circle in formboard		
13-15	10*	Puts 4 rings on Babystacker-(no order)		
13-15	48	Puts 3 balls in clear cylinder	✓	
13-15	49*	Puts man in floating family		
13-15	50	Puts ball on matchem's base	✓	
13-15	51	Pushes button on flashlight	✓	
13-15	12*	Puts 4 rings on wooden stacker (no order)		
13-15	9	Puts 5 jumbo pegs in pegboard	✓	
16-18	11*	Puts 5 medium pegs in pegboard		
16-18	56	Obtains object-choice of 3 screens not visibly hidden	✓	
16-18	57	Pushes push bottom toy	✓	
16-18	58*	Does surprise box lever		
19-21	59	Pushes cornpopper	✓	
19-21	22*	Puts 5 tiny pegs in pegboard		
19-21	60	Puts circle & square in formboard	✓	
19-21	61	Draws a straight line using a plastic stencil	✓	
22-24	62*	Puts 3 pieces into performance box (○ □ + ▭)		
22-24	63	Does surprise box dial	✓	
22-24	64	Does surprise box push button	✓	
22-24	65	Puts circle, square & rectangle in 4 pc. formboard	✓	

* = Baseline Item

 Name _____ Case # _____

COGNITIVE

Age Level	Step-Sheet#	Behavior	Entry Behavior	Date Achieved
22-24	66*	Completes 4 piece formboard		
22-24	67	Does single bend threading toy		
22-24	13*	Matches 3 sets of objects		
22-24	68	Does loop the loop		
22-24	69*	Matches 3 sets of shapes		
22-24	70	Turns door knobs		
25-27	71*	Does 3 pc separated puzzle with knobs		
25-27	72	Draws a circle using a plastic stencil		
25-27	73	Draws a triangle using a plastic stencil		
25-27	74	Draws a square using a plastic stencil		
25-27	16*	Matches 4 colors		
25-27	75*	Does 4 bend threading toy		
25-27	69	Matches 3 sets of pictures		
28-30	76	Puts 5 tapered pegs in pegboard		
28-30	77	Does 4 pc. separated no knob puzzle		
28-30	78*	Puts all 5 pieces into performance box		
28-30	79	Does 2 piece basic cut puzzle without frame		
28-30	39	Winds up toy		
28-30	80*	Does nesting toy in order		
28-30	69	Matches 3 sets of object/picture pairs		
28-30	24	Matches similar large & small pictures		
28-30	81	Completes 4 pc. formboard-reversed		
28-30	82	Sorts 4 sets of shapes - 3 each		
28-30	83*	Sorts 3 sets of objects		
31-33	27	Does 6 pc. separated puzzle-no knobs		
31-33	84	Matches long and short		

* = Baseline Item

 Name _____ Case # _____

COGNITIVE

Age Level	Step-Sheet#	Behavior	Entry Behavior	Date Achieved
31-33	85	Sorts 3 sets of pictures		
34-36	21	Puts 5 rings on wooden stacker in order		
34-36	86*	Copies peg pattern-board to board-vertical pattern		
34-36	41	Copies peg pattern-board to board-horizontal pattern		
34-36	87	Copies peg pattern-board to board-diagonal pattern		
34-36	88	Adds one part to an incomplete person		
34-36	89*	Does 2 block color pattern board		
34-36	90	Does 3 block color pattern board		
34-36	91	Does 4 block color pattern board		
34-36	92*	Does 5 block color pattern board		
34-36	93*	Does 3 pc basic cut puzzle without frame		
34-36	94	Puts 3 objects in order by size		
34-36	95*	Adds 3 parts to an incomplete person		
34-36	25	Matches 5 sets of half cut pictures		
34-36	96*	Completes 6 pc touching puzzle		
34-36	26*	Sorts blocks by color		
37-39	40	Does graduated pegboard		
37-39	97	Does 12 pc form puzzle		
37-39	98	Does 2, 4, & 5 pc templates of sequential sorting box		
40-42	99*	Copies horizontal line from a card		
40-42	100	Copies a vertical line from a card		
40-42	101	Copies a circle from a card		
40-42	102	Copies a cross from a card		
40-42	103	Copies a V-stroke from a card		
40-42	104*	Copies a zig-zag from a card		
40-42	105	Copies a diagonal line from a card		

* = Baseline Item

Page 5 Name _____ Case # _____

COGNITIVE

Age Level	Step-Sheet#	Behavior	Entry Behavior	Date Achieved
40-42	69	Matches 3 sets of silhouettes		
40-42	55*	Sorts big and little		
40-42	106	Sorts long and short		
42+	107	Copies peg pattern borad to board square pattern		
42+	42*	Copies peg pattern board to board cross pattern		
42+	108	Puts 3 sequencing cards in order by size		
42+	109	Draws a circle on request		
42+	110	Draws a line on request		
42+	111	Draws a cross on request		
42+	112	Copies a square from a card		
42+	113	Draws a square on request		
42+	114*	Follows thick straight line on eye hand card		
42+	115	Follows wavy line on eye hand card		
42+	116	Follows thin straight line on eye hand card		

* = Baseline Item

Name_____ Case #_____

LANGUAGE

Age Level	Step Sheet #	Behavior	Entry Behavior	Date Achieved
0-3	1*	Responds to sound-startle response		
0-3	2*	Vocalizes vowels randomly		
0-3	1*	Responds to sound-localizes sound with eye contact R		
0-3	1*	Responds to sound-localizes sound with eye contact L		
0-3	2*	Vocalizes two or more different syllables		
4-6	2*	Repeats same syllable		
4-6	3*	Responds to own name		
4-6	2*	Interacts vocally with significant others		
4-6	2*	Vocalizes four or more different syllables at one time		
7-9	4*	Responds to "no"		
7-9	6*	Imitates gross motor gestures		
7-9	6*	Imitates mouth movements		
7-9	7	Imitates sounds	/	
7-9	8*	Imitates syllables		
7-9	5*	Identifies familiar objects - 3		
7-9	10*	Gestures for pick me up		
10-12	11*	Nods "yes"		
10-12	14*	Responds to "where" questions		
10-12	2	Vocalizes in sentence-like utterances but not real words	/	
10-12	15*	Uses 3 true words		
13-15	16	Combines gestures and speech	/	
13-15	17*	Names objects - 3		
13-15	18	Follows simple direction: Look	/	
13-15	19	Follows simple direction: Wait	/	
13-15	20*	Follows simple direction: Come here		
13-15	21*	Follows simple direction: Give		

Name_____ Case #_____

LANGUAGE

Age Level	Step Sheet #	Behavior	Entry Behavior	Date Achieved
13-15	22*	Follows simple direction: Show me		
13-15	23	Follows simple direction: Get	/	
13-15	24*	Follows simple direction: Sit down		
13-15	25	Follows simple direction: Stand up	/	
13-15	15*	Uses 5 true words		
13-15	26	Asks for more	/	
13-15	105	Identifies self with name	/	
16-18	5*	Identifies familiar objects - 12		
16-18	17*	Names objects - 7		
16-18	27*	Identifies pictures - 5		
16-18	34	Identifies self in mirror or picture	/	
16-18	28	Identifies body parts on person - 3	/	
16-18	29*	Identifies body parts on self - 3		
16-18	30	Identifies body parts on doll - 3	/	
16-18	31*	Names pictures - 3		
16-18	42	Identifies other family members	/	
19-21	32*	Follows two related commands		
19-21	33	Gives related objects in pairs	/	
19-21	35*	Tells own name		
19-21	27*	Identifies pictures - 15		
19-21	31*	Names pictures - 7		
19-21	37*	Identifies action pictures - 4		
19-21	38	Uses common verbs	/	
19-21	39	Identifies body parts in pictures - 7	/	
19-21	40*	Identifies possessive pronouns "mine" "yours"		
19-21	41	Identifies personal pronouns "me" "you"	/	

Name_____ Case #_____

LANGUAGE

Age Level	Step Sheet #	Behavior	Entry Behavior	Date Achieved
19-21	43	Names other family members	/	
19-21	44	Identifies environmental sounds - 5	/	
19-21	36*	Imitates environmental sounds - 5		
19-21	56*	Names body parts - 3		
19-21	46	Says "all gone"	/	
22-24	47	Asks for food	/	
22-24	46*	Uses verb-noun 2-word utterances		
22-24	67*	Identifies room parts		
22-24	27*	Identifies pictures/- 15		
22-24	76	Names room parts	/	
22-24	31	Names pictures - 10	/	
22-24	49*	Follows series of 3 related commands		
22-24	52	Tells experiences verbally	/	
22-24	55*	Refers to self by name		
22-24	45*	Names 2 objects at a time		
22-24	57	Identifies singular and plural pictures	/	
22-24	59	Tells use of common objects	/	
25-27	61*	Identifies basic colors - 1		
25-27	62	Identifies "big"	/	
25-27	63	Identifies "little"	/	
25-27	64*	Sorts big and little objects - 10		
25-27	66*	Identifies boy or girl		
25-27	70	Gives "one" object	/	
25-27	71*	Identifies pictures by function		
25-27	53*	Identifies "in,on" with objects		
25-27	54	Identifies "in,on" with pictures	/	

Name_____ Case #_____

LANGUAGE

Age Level	Step Sheet #	Behavior	Entry Behavior	Date Achieved
25-27	72	Identifies pictures by categories	/	
25-27	73	Sorts 16 pictures into 4 categories	/	
25-27	74*	Names body part by function		
25-27	60	Uses 3 word sentences	/	
25-27	50*	Uses personal pronouns "me" "you"		
28-30	68*	Uses personal pronoun "I"		
28-30	69*	Names words by use		
28-30	77	Uses word for bathroom needs	/	
28-30	78	Uses "here" and "there"	/	
28-30	79*	Names environmental sounds - 10		
28-30	37	Identifies action pictures - 10	/	
31-33	65*	Uses plurals		
31-33	75*	Uses past tense		
31-33	81	Identifies "open" item	/	
31-33	82	Identifies "closed" item	/	
31-33	83	Identifies "open" and "closed"	/	
31-33	101*	Identifies opposites		
31-33	84	Follows a series of 2 unrelated commands	/	
31-33	85*	Tells age by holding up fingers		
31-33	86*	Tells gender		
31-33	87	Protests incorrect statements	/	
31-33	88	Says first and last name	/	
31-33	61*	Identifies basic colors - 2		
31-33	89*	Names basic colors - 1		
34-36	90	Uses 4 word sentences	/	
34-36	53*	Identifies "under, in front of, behind" with objects		

Name_____ Case #_____

LANGUAGE

Age Level	Step Sheet #	Behavior	Entry Behavior	Date Achieved
34-36	54	Identifies "under, in front of, behind" with pictures	/	
34-36	80	Asks question "what is it?"	/	
34-36	91*	Names action pictures		
34-36	92 .	Uses article "a"	/	
34-36	93	Uses article "the"	/	
34-36	61*	Identifies basic colors - 4		
34-36	89*	Names basic colors - 2		
34-36	94*	Answers "What do you do when?" - question		
34-36	95*	Uses -ing verb form		
34-36	96	Uses "this"	/	
34-36	97*	Names categories		
34-36	51*	Uses possessive pronouns "mine" "yours"		
34-36	98	Uses "can"	/	
34-36	99	Uses "will"	/	
34-36	100	Describes item as "open" or "closed"	/	
34-36	102*	Uses opposites		

SELF - HELP

AGE LEVEL	STEP SHEET#	BEHAVIOR	ENTRY BEHAVIOR	DATE ACHIEVED
0-1	1	Reaches for and holds bottle in order to drink		
0-1	2	Feeds self with fingers		
0-1	3	Lifts arms for shirt to be put on		
0-1	4	Drinks from a half full 6-7 oz. cup using 2 hands		
1-2	4	Drinks from a full 6-7 oz. cup using 2 hands		
1-2	5	Takes socks off		
1-2	6	Takes shoes off		
1-2	7	Uses a spoon to eat		
1-2	8	Helps wash own hands and face		
1-2	9	Zips large zipper		
1-2	10	Unzips large zipper		
1-2	11	Drinks from a cup with handle using 1 hand		
1-2	12	Pulls pants up		
1-2	13	Takes shirt off		
1-2	14	Takes pants off		
2-3	15	Drinks through a straw		
2-3	16	Dries hands and face		
2-3	17	Puts shirt on		
2-3	18	Puts pants on		
2-3	19	Puts shoes on		
2-3	20	Washes hands and face with soap		
2-3	21	Uses a napkin		
2-3	22	Uses a fork to eat		
2-3	23	Pours from a small pitcher		

SOCIAL

Level	Step-Sheet #	Behavior	Entry Behavior	Date Achieved
0-3	1*	Maintains eye contact for 5 seconds		
0-3	2	Quiets when held		
0-3	3	Quiets to social stimulation		
0-3	4*	Smiles in response to social stimulation		
0-3	5	Follows moving person with eyes		
0-3	6	Has differentiated cry		
4-6	7*	Vocalizes in response to social stimulation		
4-6	8*	Discriminates strangers		
4-6	9*	Laughs in social play		
4-6	10	Reaches for familiar person		
4-6	11*	Maintains interest in object for 30 seconds		
4-6	12*	Responds to own name		
7-9	13	Pursues toys out of reach		
7-9	14	Plays independently for 10 minutes with adult in sight		
7-9	15*	Plays 2 simple social games		
10-12	16	Responds to simple question with gesture		
10-12	17*	Stops activity in response to "no"		
10-12	18	Vocalizes/gestures to indicate wants		
10-12	19*	Waves bye-bye		
13-15	20*	Stays seated for 5 minute activity		
13-15	21	Shows negative behavioral response to loss of toy		
13-15	22	Begins to use "no", not necessarily meaningfully		
13-15	23	Initiates activity with adult		
16-18	24	Plays ball by rolling		
16-18	25*	Accepts familiar persons as mother substitutes		
16-18	26	Imitates household activities		

* = Baseline Item

SOCIAL

Level	Step-Sheet#	Behavior	Entry Behavior	Date Achieved
16-18	14	Plays independently for 15-30 minutes with adult in sight		
19-24	27	Waits for requests to be met		
19-24	28*	Puts away toys when asked		
19-24	29	Engages in parallel (side by side but separate) play with children		
25-28	30	Joins in nursery rhymes or songs		
25-28	31*	Attends to adult reading simple picture book		
25-28	32	Engages in "make-believe" activities		
29-32	33	Requests adult's assistance when needed		
29-32	34*	Shows pride in personal accomplishments		
33-36	35	Makes choices when asked		
33-36	36*	Helps with household tasks		
36+	37	Engages in some associative play behaviors		

* = Baseline Item

GM 13 TASK: ROLLS FROM STOMACH TO BACK

CHILD: _____

INSTRUCTOR: _____

REINFORCEMENT: _____

SCORING KEY

✓ = Meets Criteria
+ = Partial Physical Assistance
O = Total Physical Assistance
— = Refusal

DATE	STEP #	SCORE			DATE	STEP#	SCORE		

STEPS:
1. Child is placed on stomach across the top of the wedge. Adult bends elbow of child's lower arm and places it beneath child's body. Adult bends child's upper leg and rotates hips 90 degree. Adult brings child's upper arm to side and slightly behind body. Child brings upper arm completely back, rolling into supine position.
2. Child is placed on stomach across the top of the wedge. Adult adjusts child's lower arm under body (as step 1). Adult bends child's upper leg and rotates hips 90 degree. Child brings arm back and rolls into supine position.
3. Child is placed on stomach across the top of the wedge. Adult adjusts child's lower arm under body (as step 1). Adult bends upper leg and rotates hips 45 degree. Child brings arm back and rolls into supine position.
4. Child is placed on stomach across the top of the wedge. Lower arm is not adjusted by adult. Adult bends upper leg and rotates hips 45 degree. Child brings arm back and rolls into supine position.
5. Child is placed on stomach across wedge. Child rolls into supine position.
6. Child is placed on stomach on floor. Lower arm is not adjusted by adult. Adult bends upper leg and rotates hips 90 degree. Child brings arm back and rolls into supine position.
7. Child is placed on stomach on floor. Adult bends upper leg and rotates hips 45 degree. Child brings arm back and rolls into supine position.
8. Child is placed on stomach on floor. Child rolls into supine position.

NOTE: Score data separately for rolling to left and right. Apply criteria separately for rolling to left and rolling to right.

CUE: Gestural such as dangling a toy to attract child's attention and verbal such as "get the toy".

CRITERIA:
1. Move to next step after 3 trials with gestural and verbal assistance.
2. Task is complete after 3 trials of the last step at each of two sessions with gestural and verbal assistance and social reinforcement.

FM 51

TASK: BUILDS A BRIDGE IN IMITATION

CHILD: _____

INSTRUCTOR: _____

REINFORCEMENT: _____

SCORING KEY

✓ = Meets Criteria
+ = Gestural Assistance
O = Physical Assistance
— = Refusal

DATE	STEP #	SCORE			DATE	STEP#	SCORE		

STEPS:
1. Adult gives cue. Adult helps child position 2 supporting blocks on table and places 3rd block in child's hand, guides child's hand over blocks on table. Child completes bridge.
2. Adult gives cue. Adult helps child position 2 supporting blocks on table and gives 3rd one to child. Child completes the bridge.
3. Adult gives cue. Adult places 3 blocks on table and positions 1 for support. Child completes bridge.
4. Adult gives cue. Adult places 3 blocks on table. Child builds bridge.

CUE: Demonstration of bridge , leaving bridge as an example, and verbal cue such as "Make a bridge"

CRITERIA:
1. Move to next step after 3 trials with demonstration and verbal assistance.
2. Task is complete after 3 trials of the last step at each of two sessions with demonstration and verbal assistance and social reinforcement.

S 5

FOLLOWS MOVING PERSON WITH EYES

Scoring Key

✓ = Does independantly

+ = Does with assistance
or
Does part of goal behavior

○ = Does not do

CHILD: _____

INSTRUCTOR: _____

REINFORCEMENT: _____

DATE	TRIALS					DATE	TRIALS				

GOAL: Child will use his/her eyes to follow a person moving at a distance of 4-6 feet.

NOTE: Child should be positioned in supported sitting or on the floor so that he/she can easily follow visually

SUGGESTED ACTIVITIES:

1. Movement should be as natural as possible: not too fast, not too slow.
2. Keep in mind a visual range of 4-6 feet unless the child is visually impaired; adjust the range according to what the child is able to see.
3. Talk or sing while moving; try varying the pitch of your voice while you move.
4. Before you begin to move, draw attention to yourself by your voice or a noisemaking toy. Begin to move slowly watching to see if child is following you. If he/she seems to lose you - stop - bring attention to yourself and begin to move again.
5. Wear clothing that has geometric shapes - preferably sharp, distinct angles and contrasting light and dark areas--brightness of color may help, but the contrast of light and dark color is easier to see.
6. Place child in an area where a few people are moving about such as a family room or on the lawn outside while other family members are moving about.

CRITERIA: Goal is complete when child follows a moving person (with eyes) 3 out of 5 times in a one day period.

SH 9

TASK ZIPS LARGE ZIPPER

CHILD _____

INSTRUCTOR _____

REINFORCEMENT _____

SCORING KEY

✓ = Verbal Assistance
\+ = Gestural Assistance
O = Physical Assistance
— = Refusal

DATE	STEP #	SCORE	DATE	STEP #	SCORE

STEPS

1. Adult helps child hold bottom of zipper and helps child zip upper 3/4 of the way. Child zips the zipper the remaining distance.
2. Adult helps child hold bottom of zipper and helps child zip zipper ½ the way. Child zips the zipper the remaining distance.
3. Adult helps child hold bottom of zipper and zip zipper ¼ of the way. Child zips zipper the remaining distance.
4. Adult helps child hold bottom of zipper. Child zips zipper.
5. Child zips zipper.

CRITERIA:

1. Move to next step after 3 trials with verbal assistance.
2. Task is complete after 3 trials at each of two sessions with verbal assistance only and social reinforcement.

C 95

TASK: ADDS 3 PARTS TO INCOMPLETE PERSON

CHILD: _____

INSTRUCTOR: _____

REINFORCEMENT: _____

SCORING KEY

✓ = Meets Criteria
+ = Gestural Assistance
O = Physical Assistance
— = Refusal

DATE	STEP #	SCORE			DATE	STEP#	SCORE		

STEPS:

1. Adult gives cue and replaces all but one body part on flannel board. Adult hands child one body part. Child places body part in correct place.
2. Adult gives cue and replaces all but two body parts on flannel board. Adult hands child one body part and gives cue. Child places body part in correct place. Adult hands 2nd body part to child. Child places body part in correct place.
3. Adult gives cue and replaces all but two body parts on flannel board. Adult hands child two body parts. Child places both body parts in correct place.
4. Adult gives cue and replaces all but three body parts on flannel board. Adult hands child three body parts. Child places all three body parts in correct place.

NOTE: This step sheet is for major body parts such as arms, legs, trunk, head.

CUE: Demonstration and verbal such as "Where do these go?"

CRITERIA:

1. Move to next step after 3 trials with demonstration and verbal assistance.
2. Task is complete after 3 trials of the last step at each of 2 sessions with demonstration and verbal assistance and social reinforcement.

CHILD: _____

INSTRUCTOR: _____

REINFORCEMENT: _____

SCORING KEY

✓ = Verbal Assistance
+ = Gestural Assistance
O = Physical Assistance
— = Refusal

DATE	STEP #	SCORE			DATE	STEP#	SCORE		

STEPS: Hands are placed in waiting position by child placing hands in lap.

1. Adult gives cue and positions child's hands. Child waits for 1-3 seconds.
2. Adult gives cue and moves child's hands within 3" of his lap. Child positions hands and waits 1-3 seconds.
3. Adult gives cue and initiates movement of child's hands. Child assumes wait position and waits 1-3 seconds.
4. Adult gives cue, child assumes wait position and remains in position (a) 1-3 seconds, (b) 5 seconds.
5. Adult gives cue, child assumes wait position and remains in position 10 seconds while adult places materials on table.

CUE: "Wait"

CRITERIA:

1. Move to next step after 3 trials with verbal assistance only.
2. Task is complete after 3 trials of the last step at each of two sessions with verbal assistance only and social reinforcement.

MENTAL HEALTH MENTAL RETARDATION AUTHORITY OF HARRIS COUNTY

INFANT PROGRAMS

PROJECT TRANSITION CURRICULUM BASELINE

2/81

NAME OF CHILD: _____

CASE # _____ D.O.B.: _____ AGE: _____

DATE OF BASELINE: _____

NAME OF EXAMINER: _____

PARENTS NAMES AND ADDRESS: _____

_____

_____

_____

C O M M E N T S:

Name_____ Case #_____

AGE LEVEL	STEP SHEET #	FINE MOTOR BEHAVIOR		ENTRY BEHAVIOR	DATE ACHIEVED
37-42	1	Uses an eggbeater			
37-42	*2	Makes flat, round cakes from playdough			
37-42	3	Closes fist and wriggles thumb in imitation	Right		
			Left		
37-42	4	Rolls a 3 foot rope into a coil			
37-42	5	Draws a triangle in imitation			
43-48	*6	Uses a pencil grip			
43-48	7	Draws a square in imitation			
43-48	8	Picks up small object with each eye alternately covered	Right		
			Left		
43-48	9	Touches thumb to each finger on same hand	Right		
			Left		
43-48	*10	Cuts along a 5" straight line			
43-48	11	Traces along a vertical line with crayon			
43-48	12	Traces along a horizontal line with crayon			
43-48	13	Traces along a diagonal line with crayon			
43-48	14	Traces along a V stroke line with crayon			
49-54	*15	Builds a tower with 10 cubes			
49-54	16	Makes playdough shapes by putting together 3 parts			
49-54	*17	Folds paper 3 times in imitation			
49-54	18	Strings 7 quarter inch beads in 2 minutes			
49-54	19	Traces along a circle with crayon			
49-54	20	Traces along a diamond with crayon			
49-54	*21	Copies large single capital letters			
49-54	22	Copies numbers 1-5			
55-60	23	Puts 10 pennies one at a time through a slot in 25 seconds			

* = Baseline Item

Name_____ Case #_____

AGE LEVEL	STEP SHEET #	FINE MOTOR BEHAVIOR	ENTRY BEHAVIOR	DATE ACHIEVE
55-60	*24	Simultaneously uses both hands to place small pegs in box		
55-60	25	Copies a triangle from a card		
55-60	26	Draws a picture with 3 parts		
55-60	*27	Colors within the lines in a coloring book		
55-60	28	Draws a star in imitation		
55-60	*29	Cuts out and pastes paper		
55-60	30	Cuts out a triangle		
55-60	31	Cuts along a curved line		
55-60	32	Cuts out a 5" circle		
55-60	*33	Puts laces through eyes of a shoe		
60 +	34	Connects dots with crayon		
60 +	35	Sews through holes in a sewing card		
60 +	*36	Folds a 6" square of paper to make a triangle		
60 +	37	Cuts a straight 4" line freehand		
60 +	*38	Prints first name		
60 +	39	Clips 2 pieces of paper together with paper clips		
60 +	40	Opens a lock with key		

* = Baseline Item

Name _____ Case # _____

AGE LEVEL	STEP SHEET #	GROSS MOTOR BEHAVIOR	ENTRY BEHAVIOR	DATE ACHIEVE
37-42	1	Climbs up and slides down 6 foot slide		
37-42	*2	Walks on tiptoes 6 feet		
37-42	*3	Stops suddenly and then starts running again		
37-42	4	Runs with changes in speed		
37-42	*5	Kicks large ball when rolled		
37-42	6	Climbs small ladder alternating feet		
37-42	7	Somersaults forward		
37-42	8	Runs around obstacles		
37-42	9	Pushes or pulls large toys around large obstacles		
37-42	10	Kicks 10 inch ball into the air		
37-42	11	Jumps off 18 inch box with one foot leading		
37-42	*12	Bounces large ball 4 times with both hands		
37-42	13	Walks forward heel-to-toe three steps		
37-42	*14	Throws large ball 6 feet		
37-42	15	Throws small ball 10 feet		
43-48	*16	Rides tricycle, changing direction twice		
43-48	17	Makes basic skipping motions		
43-48	18	Jumps forward 2 feet from standing position , one foot leading		
43-48	19	Backs up on tricycle		
43-48	20	Pumps while swinging after being started in motion		
43-48	*21	Bounces large ball four times with one hand		
49-60	22	Runs on tiptoes		
49-60	23	Jumps off 12 inch box with both feet		
49-60	24	Balances on toes for 5 seconds		
49-60	*25 a. b.	a. Makes standing broadjump b. Makes running broadjump		
49-60	26	Walks around large marked circle		

* = Baseline Item

Name_____ Case #_____

AGE LEVEL	STEP SHEET #	GROSS MOTOR BEHAVIOR	ENTRY BEHAVIOR	DATE ACHIEVED
49-60	27	Runs and jumps while moving forward		
49-60	28	Jumps backward 6 times		
49-60	*29	Bounces 6 inch ball with both hands while moving forward 5 feet		
49-60	30	Balances 8 seconds on one foot		
49-60	*31	Hops on one foot 6 successive times		
49-60	32	Jumps forward 10 times without falling		
49-60	33	Propels wagon with one foot while riding and steering		
49-60	34	Jumps over rope 2 inches off floor		
60 +	*35	Skips, alternating feet		

* = Baseline Item

211

Name _____ Case # _____

AGE LEVEL	STEP SHEET #	COGNITIVE BEHAVIOR	ENTRY BEHAVIOR	DATE ACHIEVED
37-42	1	Chooses one and then one more from a group of objects		
37-42	*2	Selects same color from two rows of 6 choices		
37-42	*3	Counts 5 objects in imitation		
37-42	4	Places 6 square pegs in pegboard		
37-42	5	Names objects as same		
37-42	6	Names objects as different		
37-42	7	Names objects as same or different		
37-42	8	Identifies smaller of two objects or shapes		
37-42	*9	Builds a tower of a 5 blocks graduated in size		
37-42	10	Counts 10 objects in imitation		
37-42	*11	Tells which 2 of 5 objects go together		
37-42	12	Matches numerals (1-10)		
37-42	*13	Tells which objects are longer than or shorter than a ruler		
37-42	14	Tells which 2 of 5 objects go together		
37-42	15	Matches upper case letters		
37-42	16	Matches lower case letters		
37-42	17	Copies block pattern: blocks to blocks		
37-42	18	Copies block pattern: card to blocks		
37-42	19	Uses time words appropriately: today, last night, tonight		
37-42	20	Answers "Why do we have ___?" questions		
37-42	21	Copies pattern from card to pegboard - vertical pattern		
37-42	22	Describes 2 events or characters from familiar story or TV program		
37-42	23	Imitates rhymes		
43-48	24	Tells if two piles have same or different numbers of items		
43-48	*25	Selects same shapes from two rows of 5 choices		
43-38	26	Counts 5 objects		

* = Baseline Item

Name_____ Case #_____

AGE LEVEL	STEP SHEET #	COGNITIVE BEHAVIOR	ENTRY BEHAVIOR	DATE ACHIEVE
43-48	*27	Tells whether there are more or less items in piles of objects		
43-48	28	Points to one-to-one relationship		
43-48	29	Indicates which stack of objects is lower or higher than a ruler		
43-48	*30	Identifies area where part is missing from pictured object		
43-48	31	Identifies first, middle, and last position		
43-48	32	Uses times words appropriately:yesterday,tomorrow, tomorrow night		
43-48	*33	Identifies numerals when named (1-10)		
49-54	*34	Builds a pyramid of 6 blocks in imitation		
49-54	35	Counts 10 objects		
49-54	36	Identifies which set has a stated number of objects (1-5)		
49-54	*37	Copies pattern from card to pegboard - horizontal pattern		
49-54	38	Picks up specified number of objects (1-5)		
49-54	*39	Seriates numerals (1-5)		
55-60	40	Copies pattern from card to pegboard - square pattern		
55-60	*41	Copies numerals (1-5)		
55-60	*42	Draws a person - head, trunk, and 4 limbs		
55-60	*43	Builds a pyramid of 10 blocks in imitation		
60 +	44	Picks up specified number of objects (1-5)		
60 +	45	Matches numerals with sets (1-10)		
60 +	46	Matches equal sets of 1 to 10 objects		
60 +	*47	Names the missing object		
60 +	*48	Names 4 objects seen in a picture after picture is removed		
60 +	49	Names time of day associated with various activities		
60 +	50	Names first, middle, and last positions		
60 +	*51	Copies pattern from card to pegboard - triangle pattern		
60 +	52	Tells 5 main facts from a story		

* = Baseline Item

Name_____ Case #_____

AGE LEVEL	STEP SHEET #	COGNITIVE BEHAVIOR	ENTRY BEHAVIOR	DATE ACHIEVEI
60 +	*53	Writes numerals		
60 +	54	Seriates numerals (1 - 10)		

* = Baseline Item

214

Name_____ Case #_____

AGE LEVEL	STEP SHEET #	LANGUAGE BEHAVIOR	ENTRY BEHAVIOR	DATE ACHIEVED
37-42	*1	Identifies shapes: circle, square, triangle		
37-42	2	Identifies long and short		
37-42	3	Repeats 3 unseriated numbers		
37-42	*4	Repeats 7 syllable sentences		
37-42	5	Names common irregular plurals		
37-42	6	Uses regular past tense forms		
37-42	7	Says or signs a nursery rhyme or song		
37-42	*8	Names objects as big or little		
37-42	9	Names objects as heavy or light		
37-42	10	Identifies pictures by function		
37-42	*11	Identifies body parts		
37-42	12	Speaks sentences loudly/softly		
37-42	*13	Asks questions beginning with "what"		
37-42	14	Asks questions beginning with "where"		
37-42	15	Asks questions beginning with "who"		
37-42	*16	Uses "he" and "she" correctly in sentences		
37-42	17	Uses "was" and "were" as verbs in sentences		
37-42	18	Uses "not" in complete sentences		
37-42	19	Uses "and" as a conjunction		
37-42	20	Repeats 4 unseriated numbers		
37-42	*21	Uses "our" and "their" as possessive pronouns		
37-42	22	Uses "her" and "his" as possessive pronouns		
43-49	*23	Names objects as long or short		
43-49	24	Asks questions beginning with "is"		
43-49	25	Changes word order to ask questions		
43-49	*26	Relates two events in order of occurrence		

* = Baseline Item

Name_____ Case #_____

AGE LEVEL	STEP SHEET #	LANGUAGE BEHAVIOR	ENTRY BEHAVIOR	DATE ACHIEVED
43-49	27	Uses "going to" to express future tense		
43-49	28	Uses "have to" to express future tense		
43-49	*29	Counts to 5 by rote		
43-49	30	Describes pictures by phrases		
43-49	31	Follows 4-step command with prepositions		
43-49	32	Speaks sentences slowly/rapidly		
43-49	33	Repeats 13 syllable sentences		
43-49	*34	Asks questions beginning with "are"		
43-49	35	Asks questions beginning with "am"		
43-49	36	Asks questions beginning with "was" and "were"		
43-49	37	Asks questions beginning with "what was" and "what were"		
43-49	*38	Uses "am" correctly in sentences		
43-49	39	Uses "are" correctly in sentences		
43-49	*40	Uses "we" and "they" correctly in sentences		
43-49	41	Uses "it" correctly in sentences		
43-49	42	Uses "that" correctly in sentences		
43-49	43	Uses "these" and "those" correctly in sentences		
50-56	*44	Uses objects to demonstrates positional concepts		
50-56	*45	Names basic colors - 4		
50-56	*46	Names three shapes: square, triangle, circle		
50-56	47	Identifies top and bottom of objects		
50-56	48	Identifies absurdities in pictures		
50-56	49	Uses "sister, brother, grandmother", and "grandfather" correctly		
50-56	*50	Uses preposition to describe positional relationships		
50-60	*51	Counts in imitation (1-20)		
50-60	52	Names 5 textures		

* = Baseline Item

Name_____ Case #_____

AGE LEVEL	STEP SHEET #	LANGUAGE BEHAVIOR	ENTRY BEHAVIOR	DATE ACHIEVED
57-60	53	Names missing part of picture		
57-60	54	Identifies penny and nickel		
57-60	*55	Names penny and nickel		
57-60	56	Identifies objects as heavier or lighter		
57-60	*57	Counts by rote (1-20)		
57-60	58	Names all body parts		

* = Baseline Item

Name _____ Case # _____

AGE LEVEL	STEP SHEET #	SOCIAL BEHAVIOR	ENTRY BEHAVIOR	DATE ACHIEVED
37-42	*1	Names classmates		
37-42	*2	Tells age when asked		
37-42	*3	Combines play things to make new objects		
37-42	4	Delivers a simple message		
37-42	5	Recognizes self and other friends in a group photo		
37-42	6	Imitates actions of other children		
37-42	7	Greets familiar adults and peers		
37-42	8	Says "please" appropriately		
37-42	9	Says "thank you" appropriately		
37-42	10	Plays independently for 20 minutes		
37-42	11	Sings and dances to music		
37-42	*12	Tells if she/he has any siblings, and tells name		
37-42	13	Engages in pretend play with imaginary people or objects		
37-42	14	Serves cookies or similar foods to others		
37-42	15	Makes faces depicting emotions		
37-42	16	Helps teacher with various classroom chores		
37-42	17	Answers phone and summons appropriate person		
43-48	18	Interacts in groups of 2 or 3 children		
43-48	19	Waits turn		
43-48	20	Identifies body actions used to display emotions		
43-48	*21	Shares toys, snacks, and other objects with another child		
43-48	22	Plays dress up		
43-48	23	Names emotions on pictured faces		
43-48	24	Names emotions on other person's face		
43-48	*25	Performs rhymes, songs, or dances for others		
43-48	26	Apologizes with a reminder		

* = Baseline Item

Name_____ Case #_____

AGE LEVEL	STEP SHEET #	SOCIAL BEHAVIOR	ENTRY BEHAVIOR	DATE ACHIEVE
43-48	27	Asks permission to use objects belonging to others		
43-48	28	Imitates tones of voice which indicate various emotions		
43-48	29	Crosses the street with supervision		
49-60	30	Says "you're welcome" appropriately		
49-60	31	Works on task for 5-10 minutes		
49-60	32	Works on task for 10 minutes as part of a small group of children		
49-60	33	Takes turns in group play with 8 or 9 children		
49-60	*34	Tells street address when asked		
49-60	*35	Delivers 2-part verbal message		
49-60	36	Tells feelings to significant others when asked		
49-60	*37	Tells birthday		
49-60	38	Tells rules for crossing the street safely		
60 +	39	Asks teacher for assistance when necessary		
60 +	40	Answers "How would you feel if ..." questions concerning emotions		
60 +	*41	Tells parent(s)' full name(s)		
60 +	42	Tells telephone number		
60 +	43	Performs errands for teacher		
60 +	44	Trades objects or activities with another child		
60 +	*45	Plays simple formal games with adult supervision		

* = Baseline Item

Name_____ Case #_____

AGE LEVEL	STEP SHEET #	SELF-HELP BEHAVIOR	ENTRY BEHAVIOR	DATE ACHIEVE
37-42	1	Picks up toys and puts them away		
37-42	2	Wipes up spills		
37-42	3	Unlatches and opens lunchbox		
37-42	4	Unsnaps articles of clothing		
37-42	5	Puts on coat or front-opening shirt		
37-42	6	Places dirty clothes in hamper		
37-42	7	Uses a towel to dry hands and face after washing		
37-42	8	Unties shoes		
37-42	9	Urinates in toilet while standing up		
37-42	10	Blows and/or wipes nose when reminded		
37-42	11	Indicates the meaning of Mr. Yuk sign		
37-42	12	Brushes teeth with some assistance		
43-48	13	Unbuttons large buttons		
43-48	14	Zips front, non-separating zipper while wearing		
43-48	15	Puts on dress		
43-48	16	Gets a drink of water from tap alone		
43-48	17	Carries water without spilling while walking		
43-48	18	Puts on mittens		
43-48	19	Unhooks hooks		
43-48	20	Removes cap from toothpaste and squeezes paste onto toothbrush		
43-48	21	Closes and latches a lunchbox		
49-60	22	Carries a tray without spilling contents		
49-60	23	Buttons large buttons		
49-60	24	Unbuckles a belt or shoes		
49-60	25	Snaps front snaps on clothing		
49-60	26	Hooks front hooks on clothing		

* = Baseline Item

Name_____ Case #_____

AGE LEVEL	STEP SHEET #	SELF-HELP BEHAVIOR	ENTRY BEHAVIOR	DATE ACHIEVED
49-60	27	Wets and wrings out washcloth		
49-60	28	Distinguishes between front and back of clothing		
49-60	29	Distinguishes between right and wrong side of clothing		
49-60	30	Puts on socks		
49-60	31	Inserts belt into loops		
49-60	32	Demonstrates which shoe goes on which foot		
49-60	33	Holds and uses fork and spoon with fingers		
49-60	34	Spreads with a knife		
49-60	35	Cuts with a knife		
49-60	36	Cleans place at table and places items to be washed		
49-60	37	Sets table for self with verbal cues		
49-60	38	Opens half-pint carton		
49-60	39	Hangs coat on a coathanger		
49-60	40	Folds and puts away pants		
49-60	41	Folds a hand towel and hangs it on rack		
49-60	42	Brushes or combs own hair		
60 +	43	Unbuttons small buttons		
60 +	44	Buttons small buttons		
60 +	45	Buckles own belt		
60 +	46	Connects and zips a front, separating zipper		
60 +	47	Laces own shoes		

* = Baseline Item

TC
SH 11

INDICATES THE MEANING OF MR. YUK SIGN

SCORING KEY

✓ = CORRECT RESPONSE
\+ = GESTURAL ASSISTANCE
0 = PHYSICAL ASSISTANCE
\- = REFUSAL

STEPS:
1. ADULT PRESENTS MR. YUK SIGN. ADULT MAKES MR. YUK FACE. ADULT PLACES A DAB OF VANILLA EXTRACT IN CHILD'S MOUTH AND GIVES CUE. CHILD MAKES MR. YUK FACE.
2. ADULT PRESENTS MR. YUK SIGN. ADULT MAKES MR. YUK FACE AND SAYS "THIS MEANS BAD - IT CAN HURT YOU." ADULT GIVES CUE. CHILD INDICATES MEANING OF MR. YUK SIGN, FACIALLY OR VERBALLY.
3. ADULT PRESENTS MR. YUK SIGN AND GIVES CUE. CHILD INDICATES MEANING OF MR. YUK SIGN.

NOTE: MEANING OF MR. YUK IS BAD OR HURT. CHILD MAY INDICATE THIS FACIALLY OR VERBALLY.

CUE: "WHAT IS THIS?"

CRITERIA:

1. MOVE TO NEXT STEP AFTER 3 TRIALS WITH ✓.
2. BEHAVIOR IS COMPLETE AFTER 3 TRIALS OF THE LAST STEP AT EACH OF TWO SESSIONS WITH ✓ ONLY AND SOCIAL REINFORCEMENT.

TC
S 5

RECOGNIZES SELF AND OTHER FRIENDS IN A GROUP PHOTO

SCORING KEY

✓ = CORRECT RESPONSE
\+ = GESTURAL ASSISTANCE
0 = PHYSICAL ASSISTANCE
\- = REFUSAL

STEPS:
1. ADULT PLACES PHOTO IN FRONT OF CHILD. ADULT POINTS TO AND NAMES (CHILD). ADULT GIVES CUE. CHILD POINTS TO SELF.
2. ADULT PLACES PHOTO IN FRONT OF CHILD. ADULT GIVES CUE. CHILD POINTS TO SELF.
3. REPEAT STEP 1 FOR FRIENDS IN PICTURE.
4. REPEAT STEP 2 FOR FRIENDS IN PICTURE.
5. ADULT PLACES PHOTO IN FRONT OF CHILD. ADULT ALTERNATES CUE FOR DIFFERENT CHILDREN. CHILD POINTS TO CORRECT CHILD.

NOTE: IF AT ALL POSSIBLE PHOTO SHOULD BE ENLARGED AND HAVE NO MORE THAN 3 OR 4 CHILDREN IN IT.

CUE: "SHOW ME (CHILD)."

CRITERIA:

1. MOVE TO NEXT STEP AFTER 3 TRIALS WITH ✓.
2. BEHAVIOR IS COMPLETE AFTER 3 TRIALS OF THE LAST STEP AT EACH OF TWO SESSIONS WITH ✓ ONLY AND SOCIAL REINFORCEMENT.

GM TC 12

BOUNCES LARGE BALL 4 TIMES WITH BOTH HANDS

SCORING KEY

✓ = CORRECT RESPONSE
+ = PARTIAL PHYSICAL ASST.
0 = TOTAL PHYSICAL ASST.
- = REFUSAL

STEPS:

1. ADULT DEMONSTRATES BOUNCING BALL WITH BOTH HANDS FOR AT LEAST 4 BOUNCES. ADULT HANDS BALL TO CHILD AND GIVES CUE. CHILD ATTEMPTS TO BOUNCE BALL AT LEAST 1 TIME BY PUSHING BALL TOWARD GROUND NEAR SELF.
2. ADULT DEMONSTRATES BOUNCING BALL. ADULT HANDS BALL TO CHILD AND GIVES CUE. CHILD BOUNCES BALL AT LEAST 1 TIME. (A BOUNCE IS PUSHING BALL TOWARD GROUND AND CATCHING IT AS IT RETURNS.)
3. ADULT DEMONSTRATES BOUNCING BALL. ADULT HANDS BALL TO CHILD AND GIVES CUE. CHILD BOUNCES BALL AT LEAST 2 TIMES.
4. ADULT DEMONSTRATES BOUNCING BALL. ADULT HANDS BALL TO CHILD AND GIVES CUE. CHILD BOUNCES BALL AT LEAST 4 TIMES.
5. ADULT HANDS BALL TO CHILD AND GIVES CUE. CHILD BOUNCES BALL AT LEAST FOUR TIMES.

CUE: "BOUNCE THE BALL."

CRITERIA:

1. MOVE TO NEXT STEP AFTER 3 TRIALS WITH ✓.
2. BEHAVIOR IS COMPLETE AFTER 3 TRIALS OF THE LAST STEP AT EACH OF TWO SESSIONS WITH ✓ ONLY AND SOCIAL REINFORCEMENT.

224

TC
FM 3

CLOSES FIST AND WIGGLES THUMB IN IMITATION:
LEFT HAND, RIGHT HAND

SCORING KEY

✓ = CORRECT RESPONSE
+ = PARTIAL PHYSICAL ASST.
0 = TOTAL PHYSICAL ASST.
- = REFUSAL

STEPS:
1. ADULT GIVES CUE. ADULT DEMONSTRATES CLOSING FIST AND WIGGLING THUMB. ADULT ASSISTS CHILD TO CLOSE FIST. CHILD WIGGLES THUMB.
2. ADULT GIVES CUE. ADULT DEMONSTRATES BEHAVIOR. ADULT BENDS CHILD'S FINGERS PART WAY TOWARDS PALM. CHILD CLOSES FIST AND WIGGLES THUMB.
3. ADULT GIVES CUE. ADULT DEMONSTRATES BEHAVIOR. CHILD CLOSES FIST AND WIGGLES THUMB IN IMITATION.

NOTE: BEHAVIOR SHOULD BE TAUGHT FOR RIGHT AND LEFT HANDS.

CUE: "DO THIS."
"CLOSE YOUR HAND AND WIGGLE YOUR THUMB."

CRITERIA:

1. MOVE TO NEXT STEP AFTER 3 TRIALS WITH ✓.
2. BEHAVIOR IS COMPLETE AFTER 3 TRIALS OF THE LAST STEP AT EACH OF TWO SESSIONS WITH ✓ ONLY AND SOCIAL REINFORCEMENT.

TC
C 12

MATCHES NUMERALS (1 - 10)

SCORING KEY

✓ = CORRECT RESPONSE
+ = GESTURAL ASSISTANCE
0 = PHYSICAL ASSISTANCE
- = PHYSICAL ASSISTANCE

STEPS:

1. ADULT PLACES NUMERALS 1-3 IN FRONT OF CHILD. ADULT GIVES CUE. ADULT MATCHES TWO OR THE NUMERALS. ADULT GIVES CHILD THIRD NUMERAL. CHILD MATCHES THIRD NUMERAL.
2. ADULT PLACES NUMERALS 1-3 IN FRONT OF CHILD AND GIVES THE CHILD THE MATCHING NUMERALS. ADULT GIVES CUE. CHILD MATCHES THREE NUMERALS.
3. ADULT PLACES NUMERALS 1-6 IN FRONT OF THE CHILD AND GIVES THE CHILD THE MATCHING NUMERALS. ADULT GIVES CUE. CHILD MATCHES SIX NUMERALS.
4. ADULT PLACES NUMERALS 1-10 IN FRONT OF CHILD AND GIVES THE CHILD THE MATCHING NUMERALS. ADULT GIVES CUE. CHILD MATCHES TEN NUMERALS.

CUE: "MATCH."
"MATCH THE NUMBERS."

CRITERIA:

1. MOVE TO NEXT STEP AFTER 3 TRIALS WITH ✓.
2. BEHAVIOR IS COMPLETE AFTER 3 TRIALS OF THE LAST STEP AT EACH OF TWO SESSIONS WITH ✓ ONLY AND SOCIAL REINFORCEMENT.

TC
L 55

NAMES PENNY AND NICKEL

SCORING KEY

√ = CORRECT RESPONSE
+ = EXTRA VERBAL PROMPT
0 = INCORRECT RESPONSE
- = NO RESPONSE

STEPS:

1. ADULT PLACES PENNY IN FRONT OF CHILD. ADULT LABELS "PENNY". ADULT GIVES CUE. CHILD NAMES PENNY.
2. ADULT PLACES PENNY IN FRONT OF CHILD. ADULT GIVES CUE. CHILD NAMES PENNY.
3. ADULT PLACES PENNY AND NICKEL IN FRONT OF CHILD. ADULT GIVES CUE FOR PENNY. CHILD NAMES PENNY.
4. ADULT PLACES PENNY AND NICKEL IN FRONT OF CHILD. ADULT LABELS "NICKEL". ADULT GIVES CUE FOR NICKEL. CHILD NAMES NICKEL.
5. ADULT PLACES PENNY AND NICKEL IN FRONT OF CHILD. ADULT GIVES CUE FOR NICKEL. CHILD NAMES NICKEL.
6. ADULT PLACES BOTH COINS IN FRONT OF CHILD. ADULT ALTERNATES CUES FOR COINS. CHILD NAMES COINS CORRECTLY.

CUE: "WHAT IS THIS?", WHILE POINTING TO COIN.

CRITERIA:

1. MOVE TO NEXT STEP AFTER 3 TRIALS WITH √.
2. BEHAVIOR IS COMPLETE AFTER 3 TRIALS OF THE LAST STEP AT EACH OF TWO SESSIONS WITH √ ONLY AND SOCIAL REINFORCEMENT.

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CHILD: _____

Date	Task	Step	Trials	Reinforcer	Decision
			___ ___ ___ ___ ___		
			___ ___ ___ ___ ___		
			___ ___ ___ ___ ___		
			___ ___ ___ ___ ___		
			___ ___ ___ ___ ___		
			___ ___ ___ ___ ___		

CHILD: _____

Date	Task	Step	Trials	Reinforcer	Decision
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CHILD: _____

Date	Task	Step	Trials	Reinforcer	Decision
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CHILD: _____

Date	Task	Step	Trials	Reinforcer	Decision
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			___ ___ ___ ___ ___		

USING THE CURRICULUM - ORGANIZING THE CLASSROOM

Teachers often find that keeping data and organizing classroom activities can be difficult. We suggest that all materials, data sheets, etc. be gathered before the child's scheduled class. If the parent acts as a teacher during the classroom session, the teacher is left free to keep data, and to organize a smooth flow of activities.

In the classroom, activities should be organized in such a way that the class time flows smoothly as the child is guided from one task to another. It may be a mistake to attempt to do activities for each and every goal listed on the child's program plan in any one class period. Often the child will provide cues which tell us in what directions to focus the classroom activities for a particular day. Very young children are affected a great deal by hunger, tiredness, etc. Therefore, we need to be sensitive to the child's needs for each particular session and organize our class time accordingly. Some tasks require more intense interpersonal relating between parent and child or teacher and child than other tasks. For instance, practicing language skills provides for more parent-child interaction than doing gross motor skills does.

Remember that activities in a particular developmental area do not have to be worked on separately. It often is possible to do some activities simultaneously. Cognitive and fine motor tasks usually can be accomplished in this manner. A child can practice a pincer grasp (fine motor) by putting tiny pegs in a pegboard (cognitive). Some language skills also can be practiced while gross motor skills are being learned.

Keep in mind a child's general attention span as well. A child under the age of three will not be able to attend to an hour of table activities. The time is used better by creating a play environment with time frames divided between gross motor play, floor activities for some items, and table activities for others. Keeping the child comfortable and the environment relaxed should do much to facilitate learning.

CURRICULUM TASKS

The Infant Parent Training Center curriculum includes a Curriculum Baseline, an informal inventory of sequential developmental skills which is divided into 5 areas of development: fine motor, gross motor, social, self-help, language, and cognitive skills. Items found on the Baseline are those skills which are generally taught young or handicapped children. The Baseline was developed with reference to a number of standard assessment instruments such as the Bayley Scales of Infant Development and the Portage Checklist. The compilation of developmental pinpoints by Cohen, Gross, and Haring (1976) was used as a cross-reference for all Baseline items.

Each item on the Infant Parent Training Center Curriculum Baseline has a corresponding stepsheet, activity sheet, or information sheet which provides the trainer with instructions for teaching the task. The stepsheets have been designed for particular baseline items which can be broken down into component behaviors. Each component behavior may need to be taught separately before the baseline item can be considered completed. For instance, before a child can put on his own shirt, he may need to be assisted through a number of specific steps designed to teach him how to put the shirt on independently, one step at a time. Deciding which step to begin teaching is established by finding the child's operant level for each area in the curriculum.

Stepsheets are designed to be used in the classroom and at home by the teacher and parent. The steps outline specifically the adult/child roles so that adult involvement is minimized and the child's independence in learning a behavior is maximized. Teaching by steps

clarifies the behavior to be taught, outlining step by step the behaviors we want the child to learn.

Activity sheets are designed for those Baseline items which can not be taught easily by stepwise training. These sheets provide suggestions for activities to use in teaching a child the task. For example, Social Baseline item #1: "Maintains Eye Contact for 5 Seconds" is not an item a baby can be taught in a stepwise manner to do. However, there are activities which will help a teacher or parent elicit that behavior and suggestions are listed on the activity sheets.

Information sheets were designed for those items that are considered considered developmental milestones. Again, these are items which may not be able to be specifically taught but which are important in a child's development. Social item #8: "Discriminates Strangers" is one such important developmental milestone. The information sheet is designed to help parents and teachers understand the importance of the behavior and to recognize it when it develops.

PROJECT TRANSITION PARENT QUESTIONNAIRE

1. Did you and/or your family find your child's transition to Early Childhood classes stressful? ____Yes ____No

   If you did, can you tell us why? _____

   _____

   _____

   _____

2. Did you understand the purpose of the Project Transition and the types of services to be offered to your child as a participant in the project?

3. How many of the Project Transition Parent Programs did you attend?

   ____1 ____2 ____3 ____4

4. Did you feel the Parent Handbook given to you at the parent meetings was useful?

   ____Yes ____Somewhat ____No

5. Have you referred to it since the parent meetings?

   ____Yes ____No

11. Which aspect of the Project Transition has been most helpful to you?

12. In what areas do you feel we could have done more?

13. Do you have any other suggestions on how we might improve our program next year?

School District_____

Position_____

PROJECT TRANSITION PARTICIPATING SCHOOL DISTRICT
STAFF QUESTIONNAIRE

1. How well do you understand the purpose, goals,and activities of the MHMRA Infant Programs' Project Transition?

___Very well ___Somewhat ___Not at all

2. One of Project Transitions' services to school districts is providing inservice training on the project and its curriculum to ECH staff. If you attended any of these sessions, please rate the way the sessions were coordinated and implemented within your district.

Poor Fair Good Excellent Not Applicable

3. One of the Project Transition services provided to your school district is curriculum consultation and child follow-up meetings between project staff and ECH teachers. Please rate this service on a scale of 1 to 5.

1 2 3 4 5 _____

Poor Excellent Not applicable

4. Project Transition also participating in referring children and transferring MHMRA Infant Program records to your school system. On a scale of 1 to 5, how would you rate this service?

1 2 3 4 5

Poor Excellent

5. Another service of Project Transition is providing a staff member to attend our clients' A.R.D. meetings to give additional information regarding their current functioning. On a scale of 1 to 5, how would you rate the helpfulness of this service?

1 2 3 4 5

Poor Excellent Not Applicable

REFERENCES ON EARLY INTERVENTION EFFECTIVENESS AND PROGRAM MODELS

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Texas Developmental Disabilities Program. Critical Characteristics Inventory for early intervention services: Executive summary. Austin, TX: Lowry and Associates, 1981.

AGREEMENT

THE MENTAL HEALTH MENTAL RETARDATION AUTHORITY (MHMRA)

PROJECT TRANSITION

This agreement provides for Cypress-Fairbanks Independent School District (CY-Fair ISD) to participate in the Mental Health Mental Retardation Authority - Region IV Education Service Center Project Transition. A maximum of ten (10) project children will be involved.

SECTION I

A. Mental Health Mental Retardation Authority will appoint a liaison person to maintain communication with Cy-Fair ISD.

B. The Mental Health Mental Retardation Authority liaison will notify Cy-Fair ISD of the addresses of the identified project children.

C. The Mental Health Mental Retardation Authority will provide observation opportunities of the Infant Parent Training Center if requested.

D. Mental Health Mental Retardation Authority staff will attend all Admission, Review, and Dismissal (ARD) Committee meetings to assist in the development of the Individual Education Plans (IEP) for project children.

E. The Mental Health Mental Retardation Authority will provide consultation visits to the participating Cy-Fair ISD Early Childhood Teacher(s) at least twice a month.

F. The Mental Health Mental Retardation Authority will provide a copy of all written materials to Cy-Fair ISD at the end of the project which will include a curriculum for 3-5 year olds and parent-training materials.

G. The Mental Health Mental Retardation Authority will provide assistance to participating Early Childhood Teachers in the selection and planning of curricula appropriate to meeting individual objectives of project children.

SECTION II

Cy-Fair ISD and Mental Health Mental Retardation Authority agree that for the purposes of this agreement Cy-Fair ISD will perform the following services beginning July 1, 1980 through June 30, 1981.

A. Cy-Fair ISD will appoint a contact person who will maintain communication with Mental Health Mental Retardation Authority.

B. The Cy-Fair ISD contact person will identify the teacher(s) of the project children.

C. The Cy-Fair ISD contact person will notify the school principal(s) of the inclusion of the project children in Project Transition and will arrange a meeting between each principal and Project Transition staff. The Cy-Fair ISD contact person will accompany project staff to the meeting to introduce them to the school principal(s).

D. Cy-Fair ISD will send a written invitation to the Mental Health Mental Retardation Authority representative to attend the Admission, Review, and Dismissal (ARD) Committee meeting to assist in the development of the Individual Educational Plan (IEP) for project children according to procedures established by the Commissioner of Education.

E. The Cy-Fair ISD Early Childhood Teacher(s) of the project children will participate in twice a month consultations on the Cy-Fair ISD campus(es) with the Transition Program Teacher(s) to review Individual Educational Plans.

F. Cy-Fair ISD Early Childhood Teacher(s) will receive both curriculum assistance and items designed to help the children meet their individual objectives. Relevant data will be collected by the teacher.

The Mental Health Mental Retardation Authority will provide the above mentioned services without costs to Cy-Fair ISD.

Notices required by this agreement shall be made in writing and delivered to the following parties:

Eugene Williams
Executive Director
Mental Health Mental Retardation
Authority of Harris County
2501 Dunstan, P.O. Box 25381
Houston, Texas 77005

Opal Hamilton
Assistant Superintendent for
Special Services
Cypress-Fairbanks Independent School
District
P.O. Box 40040
Houston, Texas 77040

This agreement shall commence on July 1, 1980 and terminate June 31, 1981.

Eugene Williams
Executive Director
Mental Health Mental Retardation
Authority of Harris County

10-8-80
Date

Opal Hamilton
Assistant Superintendent for
Special Services
Cypress-Fairbanks Independent School
District

9/4/80
Date

T. Frye

DAILY COST ACCOUNTING FORM

Name _____

Date _____

MODULE \ TIME		8:00				9:00				10:00				11:00				12:00				1:00				2:00				3:00				4:00		
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
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